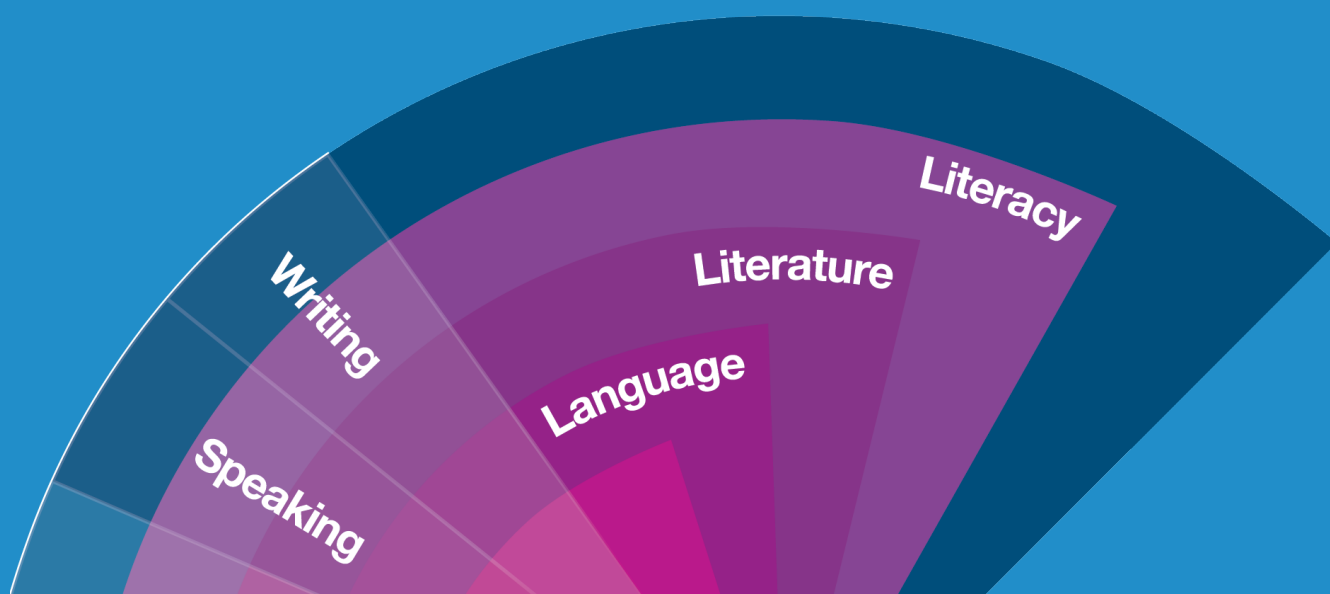


The Australian Curriculum

Learning areas	English
Year levels	Foundation Year, 1, 2, 3, 4, 5 and 6
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The Australian Curriculum English





Rationale and Aims	1
Rationale	1
Aims	1
Organisation	2
Content structure	2
Language	3
Literature	5
Literacy	6
Relationships between the strands	7
English across Foundation to Year 12	7
Achievement standards	8
Diversity of learners	8
General capabilities	9
Cross-curriculum priorities	12
Links to the other learning areas	14
Implications for teaching, assessment and reporting	14
Curriculum Foundation–10	17
Foundation Year	17
Year 1	22
Year 2	27
Year 3	32
Year 4	37
Year 5	42
Year 6	47
Glossary	52

Rationale and Aims



Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.



Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts.

The term 'literature' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one year level for close study or comparative purposes.

English educators use many ways of categorising texts. The descriptions of texts used in the Australian Curriculum: English are based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all year levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly at each year level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Classroom contexts that address particular content descriptions will necessarily draw from more than one of these processes in order to support students' effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

Content descriptions can also be viewed by these processes or language modes. In this aspect, each content description has been placed in the mode in which a major focus of its learning occurs. Content descriptions can be filtered to identify all relevant processes or language modes.

Year level descriptions

Year level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each year for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features. They also describe differences in the texts that students create. In the early years, development in reading and writing is rapid and clear distinctions in text complexity can be made so descriptions are written for each year at Foundation, 1 and 2. In Years 3–10, the two-year description provides for greater flexibility.

Content descriptions

The Australian Curriculum: English includes content descriptions at each year level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier years. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Year 10 to illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A glossary is provided to support a common understanding of key terms in the content descriptions.

Language: knowing about the English language

In the **Language** strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language-in-use and language-as-system, so they can reflect on their own speaking and writing and discuss these productively with others.

Language

Language variation and change: Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.

Language for interaction: Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.

Text structure and organisation: Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.

Expressing and developing ideas: Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

Sound and letter knowledge: Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters.

Language

The **Language** strand is based on concepts drawn largely from historical and linguistic accounts of the English language. These approaches draw attention to the ways in which languages change, and to the distinction between language-in-use and language-as-system. These approaches also acknowledge that students' ability to use grammar will exceed their ability to explicitly reflect on grammar. Young children, for example, will use complex sentences before they can explain how these are structured. These approaches, in describing language, also pay attention to both the structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text. The Australian Curriculum: English uses standard grammatical terminology within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature and proximity of the relationships between the language users, and the modalities or channels of communication available. This strand informs the planning and conduct of teaching and learning activities in English and provides resources that connect to key concepts and skills in the other strands.

Literature: understanding, appreciating, responding to, analysing and creating literature

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the students' choice.

Literature

Literature and context: Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.

Responding to literature: Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.

Examining literature: Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.

Creating literature: Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

Literature

There are many approaches to the study of literature. In the Australian Curriculum: English the sources drawn on most substantially include:

- cultural studies, with emphasis on the different ways in which literature is significant in everyday life
- structuralism, with its emphasis on close analysis of literary works and the key ideas on which they are based; for example, the detailed stylistic study of differing styles of literary work
- comparativism, with its emphasis on comparisons of works of literature from different language, ethnic and cultural backgrounds
- historicism, with its emphasis on exploring the relationships between historical, cultural and literary traditions.

The **Literature** strand also gives students the opportunity to study the processes by which certain literary works become 'prized' and 'perennial', the 'valuing' process itself, and why it is that most cultures have works they

cherish. The approach to learning in this strand is not to present students with an English literary canon that is a static entity, but rather to invite their curiosity about, and develop an increasingly specialised inquiry into, the historical, cultural and aesthetic processes by which works come to be regarded as valued and cherished.

Literacy: expanding the repertoire of English usage

The **Literacy** strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Literacy

Texts in context: Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.

Interacting with others: Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.

Interpreting, analysing, evaluating: Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.

Creating texts: Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

Literacy

The Literacy strand takes account of approaches to literacy learning that are based on the development of skills, social and psychological growth, and critical and cultural analysis. These approaches hold that the technical, intellectual and cultural resources related to competence in literacy have developed to serve the big and small practical, everyday communication purposes associated with living and participating in societies such as contemporary Australia. These technical, intellectual and cultural resources include:

- fluency in the sound–letter correspondences of English
- an expanding reading, writing and speaking vocabulary and a grasp of grammatical and textual patterns sufficient to understand and learn from texts encountered in and out of school, and to create effective and innovative texts
- fluency and innovation in reading, viewing and creating texts in different settings
- the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built
- an interest in expanding the range of materials listened to, viewed and read, and in experimenting with innovative ways of expressing increasingly subtle and complex ideas through texts.

Relationships between the strands

Each strand contributes to the study of English its own distinctive goals, body of knowledge, history of ideas and interests, and each relates to material worth studying in its own right. Teaching, learning and assessment programs should balance and integrate the three strands in order to support the development of knowledge, understanding and skills. The key focal point for a unit of work or a learning activity may arise from any one of the strands, but the intention is that units and activities draw on all three strands in ways that are integrated and clear to learners.

English across Foundation to Year 12

Complementing the year by year description of the curriculum, this advice describes the nature of learners and the curriculum across four year-groupings:

- Foundation – Year 2: typically students from 5 to 8 years of age
- Years 3–6: typically students from 8 to 12 years of age
- Years 7–10: typically students from 12 to 15 years of age
- Senior secondary years: typically students from 15 to 18 years of age

Foundation – Year 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Year 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these years aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Year 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Years 3–6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and

media texts.

Years 7–10

Students continue to practise, consolidate and extend what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The notion of valuing certain texts as ‘literature’ is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

Senior secondary years

The Australian Curriculum: English in the senior secondary years allows students to use, consolidate and expand on what they have learned, and provides a range of choices from more specialised courses to meet students’ needs and interests. The three strands of Language, Literature and Literacy also underpin the senior secondary English courses.

Achievement standards

Across Foundation to Year 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Year 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student’s response, and annotations identifying the quality of learning evident in the student’s response in relation to relevant parts of the achievement standard.

Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Diversity of Learners

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socio-

economic factors.

Special education needs

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Year 10 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

Further advice about how to use the curriculum with students with special education needs is available [here](#).

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, a significant group of these learners leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: English are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the English curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that will support the Australian Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow English teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the English learning area for all.

General capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.

Over the course of their schooling, students develop and use these general capabilities within and across learning areas and in their lives outside school. General capabilities and learning areas have a reciprocal relationship. Learning areas provide opportunities for students to develop and use general capabilities. Similarly, wherever general capabilities are made explicit in learning areas, they can enrich and deepen learning. In the Australian Curriculum: English, each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations. There are further opportunities to develop the general capabilities through appropriate teaching activities.

Literacy

Students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading and viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.

The progressive development of literacy knowledge and skills is essential for success in all learning areas and is the responsibility of all teachers. It is important that teachers across all years of schooling and learning areas develop student understanding of the specific language and literacy demands of the various learning areas.

Relationship with the English curriculum"

In English, students learn to read, write, listen and speak accurately, flexibly and critically, and to view and create increasingly complex texts in a variety of contexts. The general capability of Literacy is drawn from the content descriptions in the Language and Literacy strands of the English curriculum. The literacy knowledge and skills are developed and applied through all three strands: **Language**, **Literature** and **Literacy**.

The Literacy general capability has been developed for use across the curriculum in all learning areas. It is written for teachers of all years of schooling and learning areas and incorporates language and literacy demands specific to learning areas other than English. These demands may include, for example, the language structures of mathematics questions or problems, or the particular requirements of writing a report of an experiment in science.

Numeracy

Students become numerate as they develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives in ways that are constructive and meaningful. Numeracy can be addressed in English learning contexts across all year levels. Students select and apply numerical, measurement, spatial, graphical, statistical and algebraic concepts and skills to real-world situations and problems when they comprehend information from a range of sources and offer their ideas. When responding to or creating texts that present issues or arguments based on data, students identify, analyse and synthesise numerical information and discuss the credibility of sources and

methodology.

Information and communication technology (ICT) competence

Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.

ICT competence is an important component of the English curriculum. Students develop the skills and understanding required to use a range of contemporary technologies. In particular, they explicitly develop increasingly sophisticated word-processing skills to enhance text construction. Students also progressively develop skills in using information technology when conducting research, a range of digital technologies to create, publish and present their learning, and communication technologies to collaborate and communicate with others both within and beyond the classroom.

Critical and creative thinking

Students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply, students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation.

Critical and creative thinking is essential to developing understanding in English. Students are encouraged to be critical thinkers, to take responsibility for their own learning, and to reflect on their learning processes. They develop and employ critical thinking and reasoning through class discussion, close analysis of texts, and research and knowledge of language.

Creative thinking is vital to the English curriculum when reading, viewing, creating and presenting texts and when developing an aesthetic understanding of and engagement with literary texts. Through their reading and through interaction with others, students are encouraged to see existing situations in new ways, identify alternative explanations, and perceive connections that can assist in problem-solving. It is through the imaginative application of ideas and through flexible thinking that students come to understand the power of language, and become independent, innovative and imaginative learners.

Ethical behaviour

Students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.

Ethical behaviour and issues with an ethical dimension are integral to many of the texts that students encounter in English. By studying literary texts and exploring how moral principles affect characters' behaviour and judgments, students' own understanding and practice of ethical behaviour can be enhanced. Equally, when they study issues and arguments, students consider whether these issues are ethical issues and whether various positions held are reasonable.

Personal and social competence

Students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves students recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams, and handling challenging situations constructively.

There are many opportunities for students to develop personal and social competence in English. The study of English helps them to identify and express their own opinions, beliefs and responses and to interact confidently and appropriately in a range of social contexts. The English curriculum emphasises the development of communication skills for conversation, negotiation and the expression of viewpoints and arguments. Students work both independently and collaboratively to solve problems and make decisions.

Intercultural understanding

Students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise differences, create connections and cultivate respect between people.

The study of English offers rich opportunities for intercultural understanding and exchange across all three strands. For example, in the Language strand, the study of 'Language variation and changes' and 'Language for interaction' includes consideration of diverse language and cultures. The Literature strand exposes students to world views and interests that may be different from their own and offers them the opportunity to consider a variety of viewpoints. Students experience a range of literature from different cultures including the inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature including texts from and about Asia.

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural

contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

Asia and Australia's engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. China, India and other Asian nations are growing rapidly and the power and influence they have in all areas of global endeavour is extensive. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital.

This priority is concerned with Asia literacy for all Australian students. Asia literacy develops knowledge, skills and understanding about the histories, geographies, cultures, arts, literatures and languages of the diverse countries of our region. It fosters social inclusion in the Australian community. It enables students to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Australia now has extensive engagement with Asia in areas such as trade, investment, immigration, tourism, education and humanitarian assistance and this engagement is vital to the prosperity of all Australians.

The Australian Curriculum: English enables students to explore and appreciate the rich tradition of texts from and about the peoples and countries of Asia, including texts written by Asian Australians. They develop an understanding of the many languages used in Australia and how they have influenced Australian culture.

In this learning area, students develop communication skills that reflect cultural awareness and intercultural understanding. They are encouraged to draw on knowledge of the arts and literature of the Asia region to influence their own creative pursuits and to express themselves through different media and genres.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.

The Australian Curriculum: English provides students with the skills required to investigate and understand issues of environmental and social sustainability; communicate information about sustainability, and advocate action to improve sustainability.

If people now and into the future are to be treated fairly, action to improve sustainability needs to be informed by a world view of peoples, places and communities. Both literature and literacy are key elements in the development of each student's world view. More sustainable patterns of living are largely shaped by people's behaviours. English provides an important means of influencing behaviours, facilitating interaction and expressing viewpoints through the creation of texts for a range of purposes, audiences and contexts including multimodal texts and the use of visual language.

Links to other learning areas

The study of English involves the development of understanding and knowledge for informed and effective participation not only in English but also in other learning areas. When knowledge, skills and comprehension from English are meaningfully applied to other learning areas, learning becomes more relevant and understanding deepens.

The relationship between the learning areas is also reciprocal. Science, history and mathematics emphasise skills in English literacy as well as students' capacity to communicate coherently to a range of audiences. Each learning area draws upon what is taught in the language strand of English and incorporates subject-specific language knowledge as required.

Mathematics

The skills taught in English of communicating with others, comprehending texts, making connections within and across texts and creating new texts reinforce learning in mathematics. When reading texts, students develop an understanding of concepts such as time, number and space. They interpret numerical symbols and combine these with pictures to make meaning. When creating and responding to texts, students draw on an understanding of spatial features. Understanding statistical reasoning, graphical representations, quantitative data and numerical scale and proportion is an invaluable skill for analysing argument in English. Being able to present quantitative evidence as part of an argument is a persuasive tool. Deriving quantitative and spatial information can also be an important aspect of understanding a range of texts.

Science

The skills of communicating with others, problem solving, comprehending and using texts and creating new texts reinforce learning in science. In English, as in science, students base their discussions on the objective analysis of evidence, justifying points of view, drawing conclusions and making presentations in a variety of media. The abilities to plan investigations; think objectively about evidence; analyse data; describe objects and events; interpret descriptions; read and give instructions; explain ideas to others; write clear reports and recommendations; and participate in group discussions are all important in both disciplines.

History

The skills taught in English of communicating with others, comprehending and researching texts and creating new texts reinforce learning in history. Literature, with its emphasis on studying texts from a range of historical and cultural contexts, helps students understand the perspectives and contributions of people from around the world and from both the past and present. In history, students use their English skills to undertake research, read texts with critical discernment and create texts that present the results of historical understanding clearly and logically.

The Australian Curriculum: English takes account of what students have learned in these areas so their learning in English is supported and their learning in other areas is enhanced.

Implications for teaching, assessment and reporting

In the Australian Curriculum: English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and

creating. Teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests.

In Year 3, for example, students might select a favourite poem and share it with the class, explaining why they chose it (**Literature**). They might explain the way particular grammatical choices affect meaning, for example the use of verbs, adjectives and adverbs in the poem (**Language**). Students might then create their own poems and present them to the class (**Literacy**). In Year 8, a teacher who wishes to develop a unit focusing on humour might have students begin by selecting and analysing a variety of humorous texts (**Literature**), considering structure and vocabulary choices that create particular effects or nuance (**Language**). They might then change some of the words to create different effects in the text (**Literacy**).

While content descriptions do not repeat key skills, it should be noted that many aspects of the English curriculum are recursive, and teachers need to provide ample opportunity for revision, ongoing practice and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on each student's rate of learning, not all of the content descriptions for a particular year level may be relevant to a student in that year level. Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the year level stipulated. Other students may need to be taught concepts or skills stipulated for earlier year levels.

The content descriptions in the Australian Curriculum: English enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who require additional support.

Some students will require additional support to develop their skills in listening, speaking, reading, viewing and creating. In the Australian Curriculum: English it is expected that appropriate adjustments will be made for some students to enable them to access and participate in meaningful learning, and demonstrate their knowledge, understanding and skills across the three English strands. To provide the required flexibility teachers need to consider expanded interpretations of terms used in the content descriptions and content elaborations. Terms such as 'read', 'listen' and 'write' could be expanded and interpreted as 'read using text to speech software or Braille'; 'listen using signed communication'; and 'write using computer software'.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

Teachers also use the achievement standards, at the end of a period of teaching, to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs and practice should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that the student does not fall behind.

Assessment of the Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning

- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).



Foundation Year

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

In the Foundation year, students communicate with peers, teachers, known adults, and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Language

Language variation and change	Elaborations
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	<ul style="list-style-type: none"> learning that different languages exist; discussing the various languages encountered in the community and at school; acknowledging the home languages of students who speak another language, and valuing the ability to speak more than one language recognising that some texts can include both Standard Australian English and elements of other languages including Aboriginal and Torres Strait Islander languages
Language for interaction	Elaborations
Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	<ul style="list-style-type: none"> learning that language varies according to the relationships between people, for example between parent and child, teacher and student, siblings, friends, shopkeepers and customers learning that we use a different tone and style of language with different people learning to ask relevant questions and to express requests and opinions in ways that suit different contexts
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	<ul style="list-style-type: none"> recognising some of the ways we can use speech, gesture, writing and media to communicate feelings recognising some of the ways emotions and feelings can be conveyed and influenced by visual representations, for example in advertising and animations
Text structure and organisation	Elaborations
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	<ul style="list-style-type: none"> sharing experiences of different texts and discussing some differences discussing the purpose of texts, for example 'This text will tell a story', 'This text will give information' repeating parts of texts, for example characteristic refrains, predicting cumulative storylines, reciting poetic and rhyming phrases
Understand that some language in written	<ul style="list-style-type: none"> learning that written text in Standard Australian English has conventions about words,

texts is unlike everyday spoken language (ACELA1431)	spaces between words, layout on the page and consistent spelling because it has to communicate when the speaker/writer is not present
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	<ul style="list-style-type: none"> pointing to the letters and the punctuation in a text commenting on punctuation encountered in the everyday texts, for example 'That's the letter that starts my name', 'The name of my family and my town has a capital letter'
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	<ul style="list-style-type: none"> learning about print: direction of print and return sweep, spaces between words learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts learning about front and back covers; title and author, layout and navigation of digital/screen texts learning about simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu
Expressing and developing ideas	Elaborations
Recognise that sentences are key units for expressing ideas (ACELA1435)	<ul style="list-style-type: none"> learning that word order in sentences is important for meaning (for example 'The boy sat on the dog', 'The dog sat on the boy') creating students' own written texts and reading aloud to the teacher and others
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	<ul style="list-style-type: none"> exploring spoken, written and multimodal texts and identifying elements, for example words and images
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	<ul style="list-style-type: none"> talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined exploring how the combination of print and images in texts create meaning
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	<ul style="list-style-type: none"> building vocabulary through multiple speaking and listening experiences discussing new vocabulary found in texts bringing vocabulary from personal experiences, relating this to new experiences and building a vocabulary for thinking and talking about school topics
Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)	<ul style="list-style-type: none"> recognising the most common sound made by each letter of the alphabet, including consonants and short vowel sounds writing consonant-vowel-consonant words by writing letters to represent the sounds in the spoken words knowing that spoken words are written down by listening to the sounds heard in the word and then writing letters to represent those sounds
Know how to use onset and rime to spell words (ACELA1438)	<ul style="list-style-type: none"> breaking words into onset and rime, for example c/at building word families using onset and rime, for example h/ot, g/ot, n/ot, sh/ot, sp/ot
Sound and letter knowledge	Elaborations
Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)	<ul style="list-style-type: none"> listening to the sounds a student hears in the word, and writing letters to represent those sounds identifying rhyme and syllables in spoken words identifying and manipulating sounds (phonemes) in spoken words identifying onset and rime in one-syllable spoken words
Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)	<ul style="list-style-type: none"> identifying familiar and recurring letters and the use of upper and lower case in written texts in the classroom and community using familiar and common letters in handwritten and digital communications

Literature

Literature and context	Elaborations
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Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	<ul style="list-style-type: none"> recognising that there are storytellers in all cultures viewing stories by Aboriginal and Torres Strait Islander storytellers from online sources comparing experiences depicted in stories with students' own engaging with texts that reflect the social and cultural groups to which students belong
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Responding to literature	Elaborations
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	<ul style="list-style-type: none"> talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories engaging with the humour in some stories and repeating favourite lines, jokes and ideas returning to preferred texts and commenting on reasons for selection
Share feelings and thoughts about the events and characters in texts (ACELT1783)	<ul style="list-style-type: none"> talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories using art forms and beginning forms of writing to express personal responses to literature and film experiences talking about people, events and ideas in texts, enabling students to connect them to their own experiences and to express their own opinions about what is depicted
Examining literature	Elaborations
Identify some features of texts including events and characters and retell events from a text (ACELT1578)	<ul style="list-style-type: none"> identifying some features of culture related to characters and events in literary texts, for example dress, food and daily routines listening, responding to and joining in with rhymes, poems, chants and songs
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	<ul style="list-style-type: none"> recognising cultural patterns of storytelling, for example 'Once upon a time', 'A long, long time ago', 'Before the Dreamtime...'
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	<ul style="list-style-type: none"> using music and actions to enhance appreciation of rhymes, poems, chants and songs reciting rhymes with actions
Creating literature	Elaborations
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	<ul style="list-style-type: none"> drawing, labelling and role playing representations of characters or events reciting rhymes with actions using digital technologies to retell events and recreate characters from favourite print and film texts

Literacy

Texts in context	Elaborations
Identify some familiar texts and the contexts in which they are used (ACELY1645)	<ul style="list-style-type: none"> recognising the meaning of symbols in everyday contexts, for example exit signs, logos, hearts and flowers on greeting cards
Interacting with others	Elaborations
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	<ul style="list-style-type: none"> listening to, remembering and following simple instructions sequencing ideas in spoken texts, retelling well known stories, retelling stories with picture cues, retelling information using story maps listening for specific things, for example the main idea of a short statement, the details of a story, or to answer a given question participating in informal situations, for example play-based experiences which involve the imaginative use of spoken language participating in class, group and pair discussions about shared experiences including shared texts asking and answering questions to clarify understanding
Use interaction skills including listening while	<ul style="list-style-type: none"> learning how to use different voice levels appropriate to a situation, for example

others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	<p>learning about 'inside voices' and 'outside voices'</p> <ul style="list-style-type: none"> • learning to ask questions and provide answers that are more than one or two words • participating in speaking and listening situations, exchanging ideas with peers in pairs and small groups and engaging in class discussions, listening to others and contributing ideas • showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker if culturally appropriate • listening and responding to oral and multimodal texts including rhymes and poems, texts read aloud and various types of digital texts • engaging in conversations with peers and adults in home language or dialect • asking and answering questions using appropriate intonation • speaking so that the student can be heard and understood • altering volume for inside and outside situations and when speaking to an audience
Deliver short oral presentations to peers (ACELY1647)	<ul style="list-style-type: none"> • sharing a personal experience, interest or discovery with peers in a semi-formal situation • using visual cues to practise staying on topic
Interpreting, analysing, evaluating	Elaborations
Identify some differences between imaginative and informative texts (ACELY1648)	<ul style="list-style-type: none"> • talking about what is 'real' and what is imagined in texts • identifying and selecting texts for information purposes and commenting on how the text might help with a task
Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	<ul style="list-style-type: none"> • navigating a text correctly, starting at the right place and reading in the right direction, returning to the next line as needed, matching one spoken word to one written word • reading aloud with attempts at fluency and intonation • attempting to work out unknown words by combining contextual, semantic, grammatical and phonic knowledge • predicting what might happen on the basis of experience of this kind of text; at the sentence level predicting the meaning on the basis of syntax and word meaning
Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	<ul style="list-style-type: none"> • talking about the meanings in texts listened to, viewed and read • visualising elements in a text (for example drawing an event or character from a text read aloud) • providing a simple, correctly-sequenced retelling of narrative texts • relating one or two key facts from informative texts • finding a key word in a text to answer a literal question • making links between events in a text and students' own experiences • making an inference about a character's feelings • discussing and sequencing events in stories • drawing events in sequence, recognising that for some Aboriginal and Torres Strait Islander stories the sequence of events may be cyclical
Creating texts	Elaborations
Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge (ACELY1651)	<ul style="list-style-type: none"> • using image-making and beginning writing to represent characters and events in written, film and web-based texts • using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts • creating short spoken, written and multimodal observations, recounts and descriptions, extending vocabulary and including some content-specific words in spoken and written texts • using beginning concepts about print, sound-letter and word knowledge and punctuation to create short texts
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	<ul style="list-style-type: none"> • rereading collaboratively developed texts to check that they communicate what the authors intended
Produce some lower case and upper case letters using learned letter formations (ACELY1653)	<ul style="list-style-type: none"> • adopting correct posture and pencil grip • learning to produce simple handwriting movements • following clear demonstrations of how to construct each letter (for example where to

	start; which direction to write) <ul style="list-style-type: none"> • learning to construct lower case letters and to combine these into words • learning to construct some upper case letters
Construct texts using software including word processing programs (ACELY1654)	<ul style="list-style-type: none"> • using simple functions of keyboard and mouse including typing letters, scrolling, selecting icons and drop-down menu

Foundation Year achievement standard

By the end of the Foundation year, students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students communicate clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Year 1

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Language

Language variation and change	Elaborations
Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	<ul style="list-style-type: none"> recognising how and where signs and symbols are used and placed in students' school and community learning some signs in Auslan and finding out about 'Hear a Book' and Braille technologies for hearing and visually impaired people
Language for interaction	Elaborations
Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	<ul style="list-style-type: none"> recognising the effect of words, symbols, gestures and body language on the way communications are received by others
Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	<ul style="list-style-type: none"> learning the difference between questions and statements, requests and commands learning about different types of questions including closed and open questions and 'where', 'what', 'who' and 'why' questions
Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	<ul style="list-style-type: none"> extending students' vocabularies for the expression of feelings and emotions considering how others might respond before students express their views and how students might respond to others' views in civil and constructive ways
Text structure and organisation	Elaborations
Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	<ul style="list-style-type: none"> discussing and comparing the purposes of familiar texts drawn from local contexts and interests becoming familiar with the typical stages of types of text including recount and procedure using different types of texts, for example procedures (including recipes) and discussing the text structure

Understand patterns of repetition and contrast in simple texts (ACELA1448)	<ul style="list-style-type: none"> identifying patterns of vocabulary items in texts (for example class/subclass patterns, part/whole patterns, compare/contrast patterns, cause-and-effect patterns, word associations/collocation) discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry
Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	<ul style="list-style-type: none"> using intonation and pauses in response to punctuation when reading reading texts and identifying different sentence-level punctuation writing different types of sentences, for example statements and questions, and discussing appropriate punctuation
Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	<ul style="list-style-type: none"> learning about how books and digital texts are organised including page numbers, table of contents, headings, images with captions and the use of scrolling to access digital texts
Expressing and developing ideas	Elaborations
Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is doing or receiving the action?' and the circumstances surrounding the action (ACELA1451)	<ul style="list-style-type: none"> knowing that, in terms of meaning, a basic clause represents: what is happening (verb); who or what is participating (noun group); and the surrounding circumstances (adverbial) understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example 'A kangaroo is a mammal. A mammal suckles its young')
Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs) (ACELA1452)	<ul style="list-style-type: none"> talking about effective words that describe a place, person or event learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs
Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	<ul style="list-style-type: none"> talking about what is 'real' and what is imagined in texts, for example 'This is the section about platypuses in the book about mammals'
Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)	<ul style="list-style-type: none"> learning forms of address for visitors and how to use language appropriately to ask directions and for information, for example on excursions
Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)	<ul style="list-style-type: none"> writing one-syllable words containing known blends, for example 'bl', 'st' learning an increasing number of high frequency sight words recognised in shared texts and in texts being read independently (for example 'one', 'have', 'them', 'about')
Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)	<ul style="list-style-type: none"> building word families from common morphemes (for example 'play', 'plays', 'playing', 'played', 'playground') using morphemes to read words (for example by recognising the 'stem' in words such as 'walk/ed')
Sound and letter knowledge	Elaborations
Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)	<ul style="list-style-type: none"> recognising words that start with a given sound, end with a given sound, have a given medial sound, rhyme with a given word recognising and producing rhyming words

	<ul style="list-style-type: none"> replacing sounds in spoken words (for example replace the 'm' in 'mat' with 'c' to form a new word 'cat') saying sounds in order for a given spoken word (for example f/i/sh, th/i/s)
Recognise sound --- letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)	<ul style="list-style-type: none"> saying words with the same onset as a given word (for example words that begin like 'd/og', 'bl/ue') saying words with the same time as a given word (for example words that end like 'c/at', 'pl/ay')
Understand the variability of sound --- letter matches (ACELA1459)	<ul style="list-style-type: none"> recognising that letters can have more than one sound (for example 'u' in 'cut', 'put', 'use' and a in 'cat', 'father', 'any') recognising sounds that can be produced by different letters (for example the /s/ sound in 'sat', 'cent', 'scene')

Literature

Literature and context	Elaborations
Discuss how authors create characters using language and images (ACELT1581)	<ul style="list-style-type: none"> identifying similarities between texts from different cultural traditions, for example representations of dragons in traditional European and Asian texts, and how spiritual beings are represented in Aboriginal and Torres Strait Islander stories identifying some features of characters and how particular words and images convey qualities of their nature, for example some characters are portrayed as shy, others adventurous discussing the characters of fictional animals and how they relate to those of humans
Responding to literature	Elaborations
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	<ul style="list-style-type: none"> discussing characters from books and films and whether these are life-like or imaginary (for example talking animals) comparing characters and events in texts to students' own experiences
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	<ul style="list-style-type: none"> sharing favourite texts and authors and some reasons for preferences discussing different texts and considering what is entertaining or appealing using arts methods and role play to express personal responses to characters and events in stories discussing different texts and considering what is entertaining or appealing and why identifying who is telling the story in different texts
Examining literature	Elaborations
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	<ul style="list-style-type: none"> examining different types of literature including traditional tales, humorous stories and poetry discussing similarities and differences between texts (for example features of main characters in different stories) discussing features of book settings including time (year, season) and place (country or city, realistic or imagined) discussing how plots develop including: beginnings (orientation), how the problem (complication) is introduced and solved (resolution)
Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	<ul style="list-style-type: none"> exploring performance poetry, chants and songs from Aboriginal and Torres Strait Islander peoples and Asian cultures listening to and performing simple haiku poems about familiar topics such as nature and the seasons
Creating literature	Elaborations
Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	<ul style="list-style-type: none"> creating visual representations of literary texts from Aboriginal, Torres Strait Islander or Asian cultures writing character descriptions drawn from illustrations in stories retelling key events in stories using oral language, arts, digital technologies and performance media

Literacy

Texts in context	Elaborations
Respond to texts drawn from a range of cultures and experiences (ACELY1655)	<ul style="list-style-type: none"> • talking about some of the deeper meanings embedded such as the law and correct behaviour in teaching and dreaming stories • using drawing and writing to depict and comment on people and places beyond their immediate experience
Interacting with others	Elaborations
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	<ul style="list-style-type: none"> • listening for details in spoken informative texts • participating in informal and structured class, group and pair discussions about content area topics, ideas and information • speaking clearly and with appropriate volume • interacting confidently and appropriately with peers, teachers, visitors and community members • learning to value listening, questioning and positive body language and understanding that different cultures may approach these differently • formulating different types of questions to ask a speaker, such as open and closed questions and 'when', 'why' and 'how' questions
Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	<ul style="list-style-type: none"> • identifying turn-taking patterns in group and pair work (for example initiating a topic, changing a topic when appropriate, staying on task, supporting other speakers, eliciting responses, being supportive and attentive listeners, asking relevant questions, providing useful feedback, prompting, checking understanding, 'sharing the talking space') • participating in pair, group and class speaking and listening situations, including informal conversations and class discussions, contributing ideas and listening to the contributions of others • taking turns, asking and answering questions and attempting to involve others in discussions • demonstrating active listening behaviour and responding to what others say in pair, group and class discussions • experimenting with voice volume and pace for particular purposes including making presentations, retelling stories and reciting rhymes and poems • attempting correct pronunciation of new vocabulary
Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	<ul style="list-style-type: none"> • reporting the results of group discussions • providing simple explanations about how to do or make something • giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume and using extended vocabulary and a growing knowledge of content-specific words
Interpreting, analysing, evaluating	Elaborations
Describe some differences between imaginative informative and persuasive texts (ACELY1658)	<ul style="list-style-type: none"> • comparing and discussing texts identifying some features that distinguish those that 'tell stories' from those that 'give opinions' • selecting texts for a particular purpose or task, for example a website that will give information about whales, a book that will tell a story about a possum
Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)	<ul style="list-style-type: none"> • using contextual and semantic knowledge to make predictions about a text's purpose and content • combining knowledge of context, meaning, grammar and phonics to decode text • recognising most high frequency sight words when reading text • self-correcting when reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge • reading aloud with developing fluency and intonation
Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing	<ul style="list-style-type: none"> • using elements in books and screen texts, for example illustrations, diagrams, sound and movement, to support reading • making connections between the text and students' own experiences, and between information in print and images

knowledge of context, text structures and language features (ACELY1660)	<ul style="list-style-type: none"> • finding key information in a text • making inferences about characters' feelings and motives • building knowledge about the topic of the text and learning new vocabulary before and during reading • making predictions from the cover, from illustrations and at points in the text before reading on • retelling the events or key information in the text orally, in writing and/or through digital or arts media
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Creating texts	Elaborations
Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	<ul style="list-style-type: none"> • referring to learned knowledge of text structure and grammar when creating a new text • applying new vocabulary appropriately in creating text • learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events • beginning to consider audience in designing a communication involving visual components, selecting images for maximum impact
Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	<ul style="list-style-type: none"> • adding or deleting words on page or screen to improve meaning, for example adding an adjective to a noun • reading the students' own work aloud to listen for grammatical correctness: checking use of capital letters, full stops, question marks and exclamation marks • checking for inclusion of capital letters and full stops • identifying words which might not be spelt correctly • beginning to use dictionaries and classroom charts to check and correct spelling of less familiar words
Write using unjoined lower case and upper case letters (ACELY1663)	<ul style="list-style-type: none"> • using correct posture and pencil grip • learning how each letter is constructed including where to start and the direction to follow • writing words legibly using unjoined print script of consistent size
Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	<ul style="list-style-type: none"> • creating digital images and composing a story or information sequence on screen using images and captions • adding images to digital written communications such as emails with pictures of self, classmates or location

Year 1 achievement standard

By the end of Year 1 students listen to, read and view a range of spoken, written and multimodal texts, recognising the different purposes of these texts. They accurately use knowledge of text structure, letters, words, sentences and directionality to read different kinds of short texts. They retell the main ideas in texts in logical sequence. They understand literal and some inferred meanings in imaginative and informative texts and accurately recall some key ideas. They display sustained interest in longer texts listened to and viewed. They know the sounds represented by all letters, and the purpose of capital letters and full stops. They read short, predictable imaginative and informative texts aloud with some fluency and intonation, and use sentence boundary punctuation appropriately to support meaning.

Students create short imaginative, informative and persuasive spoken and written texts for a limited range of purposes. They include several related ideas on familiar topics, use visual features to support meaning, and include beginnings and endings to indicate sequence. They select vocabulary to enhance meaning, and use relevant vocabulary related to the topic and content of texts to discuss ideas and to share responses. They use capital letters and full stops appropriately. They accurately spell many words with regular spelling patterns and a growing number of irregularly spelled words. They use different interaction conventions including asking questions and making comments, adjusting communication to suit their audience and purpose. They interact in pair, group and class discussions and make short presentations of a few connected sentences on familiar and learned topics.

Year 2

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend Year 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Language

Language variation and change	Elaborations
Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia, and associating those features with particular communities recognising some phrases in the languages of the class and community, for example greetings and expressions of politeness
Language for interaction	Elaborations
Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)	<ul style="list-style-type: none"> exploring how terms of address are used to signal different kinds of relationships exploring the differences between giving a presentation and talking to friends exploring culturally specific greetings and expressions of politeness
Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	<ul style="list-style-type: none"> exploring how language is used to express feelings including learning vocabulary to express a gradation of feeling, for example 'happy', 'joyful', 'pleased', 'contented' exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences exploring how language is used to construct characters and settings in narratives, including choice of nouns such as 'girl', 'princess' or 'orphan', and choice of adjectives such as 'gentle', 'timid' or 'frightened'
Text structure and organisation	Elaborations
Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	<ul style="list-style-type: none"> identifying the topic and type of a text through its visual presentation, for example cover design, packaging, title/subtitle and images becoming familiar with the typical stages of text types, for example simple narratives, instructions and expositions

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)	<ul style="list-style-type: none"> exploring how texts develop their themes and ideas, building information through connecting similar and contrasting dissimilar things mapping examples of word associations in texts, for example words that refer to the main character
Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)	<ul style="list-style-type: none"> talking about how a comma can be used to separate two or more elements in a list, for example 'At the museum they saw a Tasmanian tiger, a dinosaur and two snakes'
Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	<ul style="list-style-type: none"> recognising how chapters and table of contents, alphabetical order of index and glossary operate to guide access to information learning about features of screen texts including menu buttons, drop down menus, links and live connections
Expressing and developing ideas	Elaborations
Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions (ACELA1467)	<ul style="list-style-type: none"> learning how to express ideas using compound sentences learning how to join simple sentences with conjunctions, for example 'and', 'but' or 'so', to construct compound sentences
Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives (ACELA1468)	<ul style="list-style-type: none"> exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas exploring illustrations and noun groups in picture books to identify how the noun groups have been represented by an illustrator exploring names of people and places and how to write them using capital letters using selected nouns as a basis for building extended noun groups that provide a clear description of an item
Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	<ul style="list-style-type: none"> comparing two versions of the same story, for example 'Jack and the Beanstalk', identifying how a character's actions and reactions are depicted differently by different illustrators
Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	<ul style="list-style-type: none"> interpreting new terminology drawing on prior knowledge, analogies and connections with known words
Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)	<ul style="list-style-type: none"> drawing on knowledge of high frequency sight words drawing on knowledge of sound-letter relationships (for example breaking words into syllables and phonemes) using known words in writing and spell unknown words using developing visual, graphophonic and morphemic knowledge
Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)	<ul style="list-style-type: none"> joining discussion about how a prefix or suffix affects meaning, for example uncomfortable, older, and division
Sound and letter knowledge	Elaborations
Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)	<ul style="list-style-type: none"> recognising when some letters are silent, for example knife, listen, castle, and providing the sound for less common sound-letter matches, for example 'tion'

Literature

Literature and context	Elaborations
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	<ul style="list-style-type: none"> exploring iconography of Aboriginal and Torres Strait Islander cultures recognising recurring characters, settings and themes in Dreaming stories experienced through texts, films and online sources discussing moral and teaching stories from varied cultures, identifying and comparing their central messages
Responding to literature	Elaborations
Compare opinions about characters, events and settings in and between texts (ACELT1589)	<ul style="list-style-type: none"> discussing each others' preferences for stories set in familiar or unfamiliar worlds, or about people whose lives are like or unlike their own
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	<ul style="list-style-type: none"> describing features of texts from different cultures including recurring language patterns, style of illustrations, elements of humour or drama, and identifying the features which give rise to their personal preferences connecting the feelings and behaviours of animals in anthropomorphic stories with human emotions and relationships drawing, writing and using digital technologies to capture and communicate favourite characters and events
Examining literature	Elaborations
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)	<ul style="list-style-type: none"> describing features of text settings including time, colours used to portray year, season, and place (country or city) and how this impacts on the characters describing plots including beginnings (orientation), how the problem (complication) is introduced and solved (resolution), and considering how these features construct meanings identifying features of imaginary or fantasy texts, for example magic powers, shifts in time investigating Aboriginal stories, found from online sources, that explain physical features of the landscape and identify and describe the common features of language used comparing two or more versions of the same story by different authors or from different cultures, describing similarities and differences in authors' points of view
Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	<ul style="list-style-type: none"> exploring poems, chants, rhymes or songs from different cultures which class members may bring from home learning to recite, sing or create interpretations of poems, chants, rhymes or songs from students' own and other different cultures
Creating literature	Elaborations
Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	<ul style="list-style-type: none"> creating imaginative reconstructions of stories and poetry using a range of print and digital media telling known stories from a different point of view orally, in writing or using digital media, constructing a sequel to a known story

Literacy

Texts in context	Elaborations
Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	<ul style="list-style-type: none"> identifying examples and features of different kinds of spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities and from several Asian cultures within Australia comparing two or more versions of the same topic by different authors or from different cultures, describing similarities and differences
Interacting with others	Elaborations
Listen for specific purposes and information,	<ul style="list-style-type: none"> using spoken language for problem solving, and exploring ideas and concepts

including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	<ul style="list-style-type: none"> • listening for specific information and providing two or more key facts from an informative text spoken or read aloud • listening to, remembering and responding to detailed instructions
Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	<ul style="list-style-type: none"> • discussing appropriate conventions to use in group discussions • exploring ways to comment on what others say, including using sentence starters such as 'I like the way you...', 'I agree that ...', 'I have a different thought...', 'I'd like to say something different...' • participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations • demonstrating appropriate listening behaviour, responding to and paraphrasing a partner's contribution to a discussion, such as think/pair/share activities • asking relevant questions and making connections with personal experiences and the contributions of others • brainstorming topics, contributing ideas and acknowledging the ideas of others • speaking clearly and with appropriate intonation • understanding how to disagree with a point of view or offer an alternative idea courteously • experimenting with presentation strategies such as pitch, volume and intonation
Rehearse and deliver short presentations on familiar and new topics (ACELY1667)	<ul style="list-style-type: none"> • adjusting presentation for different audiences • preparing and giving oral presentations, including reports of group discussions, using more formal speech and specific vocabulary about content area topics • listening and responding to presentations, including those using multimedia, on familiar and learned topics, recording key information, and connecting new and existing knowledge about a topic
Interpreting, analysing, evaluating	Elaborations
Identify the audience of imaginative, informative and persuasive texts (ACELY1668)	<ul style="list-style-type: none"> • identifying the main purpose of a text, including whether the author wants to entertain, explain or persuade and considering how audiences might respond to those texts
Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)	<ul style="list-style-type: none"> • using prior and learned knowledge and vocabulary to make and confirm predictions when reading text • using grammatical knowledge to predict likely sentence patterns when reading more complex narratives and informative texts • using knowledge of sound-letter relationships and high frequency sight words when decoding text • monitoring own reading and self-correcting when reading does not make sense, using illustrations, context, phonics, grammar knowledge and prior and learned topic knowledge • using grammar and meaning to read aloud with fluency and intonation
Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)	<ul style="list-style-type: none"> • making connections between the text and students' own experiences and experiences with other texts, comparing authors' differing point of view on a topic • making connections between information in print and images • building on and using prior knowledge and vocabulary • making valid inferences using information in a text and students' own prior knowledge • predicting, asking and answering questions as they read, and summarising and reviewing meaning
Creating texts	Elaborations
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	<ul style="list-style-type: none"> • learning how to plan spoken and written communications so that listeners and readers might follow the sequence of ideas or events • sequencing content according to text structure • using appropriate simple and compound sentence to express and combine ideas • using vocabulary, including technical vocabulary, appropriate to text type and purpose
Reread and edit text for spelling, sentence-	<ul style="list-style-type: none"> • reading their work and adding, deleting or changing words, phrases or sentences to

boundary punctuation and text structure (ACELY1672)	<p>improve meaning, for example replacing an everyday noun with a technical one in an informative text</p> <ul style="list-style-type: none"> • checking spelling using a dictionary • checking for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks • making significant changes to their texts using a word processing program (for example add, delete or move sentences)
Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)	<ul style="list-style-type: none"> • using correct pencil grip and posture • writing sentences legibly and fluently using unjoined print script of consistent size
Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	<ul style="list-style-type: none"> • experimenting with and combining elements of software programs to create texts

Year 2 achievement standard

By the end of Year 2 students listen to, read and view a range of spoken, written and multimodal texts, recalling details and some main ideas and key facts. They begin to compare the content and purposes of different texts on similar topics. They locate literal information in written texts, and refer to features of language and images to make inferences about characters' actions and motivations. They discuss possible meanings in narratives, and predict likely future events. They sustain interest in characters and events in imaginative texts, seek books by favourite authors and give reasons for personal preferences. They relate information, ideas and events in texts to their own lives and to other texts. They locate information on a variety of topics in texts with some complex language, ideas, images and vocabulary. They read, monitoring meaning and self-correcting using context, prior knowledge, grammar and phonic knowledge.

Students create imaginative, informative and persuasive written, spoken and multimodal texts for different purposes and audiences, drawing on their own experiences, their imagination and ideas they have learned. They create texts that appropriately include writing and images to support the meaning of the text. They organise texts in predictable ways using a small range of text and sentence structures. They use common punctuation accurately, including sentence boundary punctuation. They use sound-letter correspondence to help spell words correctly in their writing. They use everyday language and topic-specific vocabulary to discuss ideas about areas of interest with peers. They engage effectively in group and class discussions, and ask questions to clarify and extend others' ideas. They express their opinions on topics of interest, providing some supporting evidence for their points of view. They discuss how to interact appropriately with audiences in the classroom and other familiar contexts.

Year 3

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Language

Language variation and change	Elaborations
Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	<ul style="list-style-type: none"> learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately
Language for interaction	Elaborations
Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	<ul style="list-style-type: none"> identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting and checking individual and group understanding)
Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	<ul style="list-style-type: none"> exploring how modal verbs, for example 'must', 'might', 'or 'could' indicate degrees of certainty, command or obligation distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts
Text structure and organisation	Elaborations
Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences (ACELA1478)	<ul style="list-style-type: none"> becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions
Understand that paragraphs are a key organisational feature of written texts	<ul style="list-style-type: none"> noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/paragraph opener which predicts how the paragraph will develop and is then

(ACELA1479)	elaborated in various ways
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	<ul style="list-style-type: none"> recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements
Identify the features of online texts that enhance navigation (ACELA1790)	<ul style="list-style-type: none"> becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps
Expressing and developing ideas	Elaborations
Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	<ul style="list-style-type: none"> knowing that a clause is basically a group of words that contains a verb knowing that, in terms of meaning, a basic clause represents: what is happening; who or what is participating, and the surrounding circumstances
Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)	<ul style="list-style-type: none"> identifying different types of verbs and the way they add meaning to a sentence exploring action and saying verbs in narrative texts to show how they give information about what characters do and say exploring the use of sensing verbs and how they allow readers to know what characters think and feel exploring the use of relating verbs in constructing definitions and descriptions learning how time is represented through the tense of a verb and other structural, language and visual features
Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	<ul style="list-style-type: none"> noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness
Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	<ul style="list-style-type: none"> exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context
Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)	<ul style="list-style-type: none"> using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); three-letter clusters (for example 'thr', 'shr', 'squ'); visual knowledge (for example more complex single syllable homophones such as 'break/brake', 'ate/eight'); morphemic knowledge (for example inflectional endings in single syllable words, plural and past tense); generalisations (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es')
Recognise high frequency sight words (ACELA1486)	<ul style="list-style-type: none"> becoming familiar with most high-frequency sight words

Literature

Literature and context	Elaborations
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	<ul style="list-style-type: none"> reading texts in which Aboriginal and Torres Strait Islander children/ young people are the central characters/protagonists and making links to students' own lives, noting similarities exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)
Responding to literature	Elaborations

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	<ul style="list-style-type: none"> • discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text • exploring texts that highlight issues and problems in making moral decisions and discussing these with others • drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view
Develop criteria for establishing personal preferences for literature (ACELT1598)	<ul style="list-style-type: none"> • building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books) • selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts

Examining literature	Elaborations
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	<ul style="list-style-type: none"> • identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow • discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'
Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)	<ul style="list-style-type: none"> • identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems • exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment
Creating literature	Elaborations
Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	<ul style="list-style-type: none"> • drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterisation • innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel
Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	<ul style="list-style-type: none"> • creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text • creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world

Literacy

Texts in context	Elaborations
Identify the point of view in a text and suggest alternative points of view (ACELY1675)	<ul style="list-style-type: none"> • discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel • recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others • speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')
Interacting with others	Elaborations
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	<ul style="list-style-type: none"> • participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views
Plan and deliver short presentations,	<ul style="list-style-type: none"> • drawing on relevant research into a topic to prepare an oral or multimodal

providing some key details in logical sequence (ACELY1677)	presentation, using devices such as storyboards to plan the sequence of ideas and information
Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)	<ul style="list-style-type: none"> • participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations • listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information • learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter • acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes • using language appropriately in different situations such as making a request of a teacher, explaining a procedure to a classmate, engaging in a game with friends • experimenting with voice effects in formal presentations such as tone, volume and pace
Interpreting, analysing, evaluating	Elaborations
Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	<ul style="list-style-type: none"> • identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented
Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)	<ul style="list-style-type: none"> • combining different types of knowledge (for example world knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning • analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics • reading text types from a student's culture to enhance confidence in building reading strategies • reading aloud with fluency and intonation • reading a wider range of texts, including chapter books and informative texts, for pleasure
Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)	<ul style="list-style-type: none"> • making connections between the text and students own experience and other texts • making connections between the information in print and images • making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic • using text features and search tools to locate information in written and digital texts efficiently • determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification • making considered inferences taking into account topic knowledge or a character's likely actions and feelings
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	<ul style="list-style-type: none"> • using print and digital resources to gather information about a topic • selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact • using appropriate simple, compound and complex sentences to express and combine ideas • using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas
Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	<ul style="list-style-type: none"> • using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign
Write using joined letters that are clearly	<ul style="list-style-type: none"> • practising how to join letters to construct a fluent handwriting style

formed and consistent in size (ACELY1684)

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	• using features of relevant technologies to plan, sequence, compose and edit multimodal texts
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Year 3 achievement standard

By the end of Year 3 students listen to, read and view a range of spoken, written and multimodal texts, identifying their different purposes. They attend to others' views and respond appropriately. They use monitoring and self-correcting strategies to clarify meaning when reading, viewing and listening to an increasing range of types of texts. They retrieve literal information in texts, and can also make appropriate inferences. They explain ideas, events and actions, referring closely to selected detail. They share personal responses to and opinions about texts, providing relevant supporting information and detail. They recognise the representation of characters, settings and events in imaginative texts and also start to evaluate point of view. They make relevant connections between visual and written elements in multimodal texts.

Students create a range of imaginative, informative and persuasive written, spoken and multimodal texts for familiar and unfamiliar audiences. They contribute actively to group discussions, asking relevant questions and building on others' ideas and providing useful feedback. They communicate expressively and clearly about familiar ideas and information to known small audiences, in mostly informal situations. They order ideas in sequence, and provide relevant details to support ideas. They create imaginative texts based on characters and situations encountered in their reading and viewing. In these texts they express and develop experiences, events, information, ideas and characters in some detail. They organise texts in paragraphs composed of logically grouped and sequenced sentences. Short sentences are meaningful and correctly structured, and some complex sentences are used appropriately. They choose vocabulary appropriate to the purpose and context of their writing. They use simple punctuation correctly, and use a variety of spelling strategies to spell high frequency words correctly.

Year 4

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Language

Language variation and change	Elaborations
Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	<ul style="list-style-type: none"> identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example kangaroo, tsunami, typhoon, amok, orang-utan identifying commonly used words derived from other cultures
Language for interaction	Elaborations
Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group (ACELA1488)	<ul style="list-style-type: none"> recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures recognising the importance of using inclusive language
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	<ul style="list-style-type: none"> identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'
Text structure and organisation	Elaborations
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	<ul style="list-style-type: none"> becoming familiar with the typical stages and language features of such text types as: simple narrative, procedure, simple persuasion texts and information reports

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	<ul style="list-style-type: none"> knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link back to something previously mentioned; determiners (for example 'this', 'that', 'these', 'those', 'the', 'his', 'their'); text connectives that create links between sentences (for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary') identifying how a topic is described throughout a text by tracking noun groups and pronouns describing how texts connectives link sections of a text providing sequences through time, for example 'firstly', 'then', 'next', and 'finally'
Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech (ACELA1492)	<ul style="list-style-type: none"> exploring texts to identify the use of quotation marks experimenting with the use of quotation marks in students' own writing
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	<ul style="list-style-type: none"> participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information
Expressing and developing ideas	Elaborations
Understand that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases (ACELA1493)	<ul style="list-style-type: none"> creating richer, more specific descriptions through the use of noun groups (for example in narrative texts, 'Their very old Siamese cat'; in reports, 'Its extremely high mountain ranges')
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	<ul style="list-style-type: none"> investigating examples of quoted (direct) speech ('He said, "I'll go to the park today") and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences
Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity (ACELA1495)	<ul style="list-style-type: none"> investigating in texts how adverbial phrases and clauses can add significance to an action, for example 'more desperately', 'he rose quietly and gingerly moved'
Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)	<ul style="list-style-type: none"> examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view and beginning to understand how these choices impact on viewer response
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	<ul style="list-style-type: none"> building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics
Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)	<ul style="list-style-type: none"> using phonological knowledge (for example long vowel patterns in multi-syllabic words); consonant clusters (for example 'straight', 'throat', 'screen', 'squawk') using visual knowledge (for example diphthongs in more complex words and other ambiguous vowel sounds, as in 'oy', 'oi', 'ou', 'ow', 'ould', 'u', 'ough', 'au', 'aw'); silent beginning consonant patterns (for example 'gn' and 'kn') applying generalisations, for example doubling (for example 'running'); 'e'-drop (for example 'hoping')
Recognise homophones and know how to use context to identify correct spelling (ACELA1780)	<ul style="list-style-type: none"> using meaning and context when spelling words (for example when differentiating between homophones such as 'to', 'too', 'two')

Literature

Literature and context	Elaborations
Make connections between the ways	<ul style="list-style-type: none"> commenting on how authors have established setting and period in different cultures

different authors may represent similar storylines, ideas and relationships (ACELT1602)	<p>and times and the relevance of characters, actions and beliefs to their own time</p> <ul style="list-style-type: none"> comparing different authors' treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors
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Responding to literature	Elaborations
Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	<ul style="list-style-type: none"> sharing and discussing students' own and others' understanding of the effects of particular literary techniques on their appreciation of texts drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	<ul style="list-style-type: none"> examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her sharing views using appropriate metalanguage (for example 'The use of the adjectives in describing the character really helps to create images for the reader')
Examining literature	Elaborations
Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	<ul style="list-style-type: none"> examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences
Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	<ul style="list-style-type: none"> defining spoonerisms, neologisms and puns and exploring how they are used by authors to create a sense of freshness, originality and playfulness discussing poetic language, including unusual adjectival use and how it engages us emotionally and brings to life the poet's subject matter (for example 'He grasps the crag with crooked hands'/wee timorous beastie)
Creating literature	Elaborations
Create literary texts that explore students' own experiences and imagining (ACELT1607)	<ul style="list-style-type: none"> drawing upon literary texts students have encountered and experimenting with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas
Create literary texts by developing storylines, characters and settings (ACELT1794)	<ul style="list-style-type: none"> collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot

Literacy

Texts in context	Elaborations
Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	<ul style="list-style-type: none"> viewing documentaries and news footage from different periods, comparing the style of presentation, including costumes and iconography with contemporary texts on similar topics and tracking changing views on issues, for example war, race, gender
Interacting with others	Elaborations
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	<ul style="list-style-type: none"> making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required discussing levels of language — slang, colloquial (everyday) and formal language — and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience

Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	<ul style="list-style-type: none"> • participating in pair, group, class and school speaking and listening situations, including informal conversations, class discussions and presentations • developing appropriate speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently • choosing a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately • exploring the effects of changing voice tone, volume, pitch and pace in formal and informal contexts
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	<ul style="list-style-type: none"> • reporting on a topic in an organised manner, providing relevant facts and descriptive detail to enhance audience understanding, and beginning to refer to reliable sources to support claims
Interpreting, analysing, evaluating	Elaborations
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	<ul style="list-style-type: none"> • describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them
Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	<ul style="list-style-type: none"> • reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing, and including self correction strategies such as confirming and cross-checking • reading aloud with fluency and expression • reading a wide range of different types of texts for pleasure
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	<ul style="list-style-type: none"> • making connections between the text and students' own experience and other texts • making connections between information in print and images • building and using prior knowledge and vocabulary • finding specific literal information • asking and answering questions • creating mental images • finding the main idea of a text • inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds • bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	<ul style="list-style-type: none"> • using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose • using appropriate simple, compound and complex sentences to express and combine ideas • using grammatical features effectively including different types of verbs, adverbials and noun groups for lengthier descriptions
Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	<ul style="list-style-type: none"> • revising written texts: editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the piece
Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	<ul style="list-style-type: none"> • using handwriting fluency with speed for a wide range of tasks
Use a range of software including word processing programs to construct, edit and	<ul style="list-style-type: none"> • identifying and selecting appropriate software programs for constructing text

publish written text, and select, edit and
place visual, print and audio elements
(ACELY1697)

Year 4 achievement standard

By the end of Year 4 students listen to, read and view a range of spoken, written and multimodal texts, describing connections between their own experiences and those presented in the texts. They listen for key points in spoken texts including presentations and discussions. They recognise the function of text purpose in shaping a text and describe characteristic differences between imaginative and informative texts. They identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understanding. They explain some ways in which speakers, authors and illustrators engage the interest of audiences. They share their own judgments and preferences about texts, and respond to others' viewpoints, selecting some relevant textual evidence to support their opinions. They compare ways in which their own and others' opinions about texts are shaped by individual experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create structured spoken, visual and written texts for imaginative, informative and persuasive purposes. They contribute actively to group discussions of ideas and present opinions, understanding how language is used differently when giving opinions or reporting information. They make planned individual oral presentations about researched topics in informal and some more formal contexts, using learned content and considering the needs of audiences. They select vocabulary to provide specific detail about people, things and ideas and draw ideas from personal, literary and researched resources. Individually and collaboratively, they create imaginative texts based on favourite plots, events and characters, and informative and persuasive texts that present ideas in a planned sequence. They use simple and complex sentences, consistent tenses and appropriate punctuation to support meaning.

Year 5

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Language

Language variation and change	Elaborations
Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	<ul style="list-style-type: none"> recognising that a knowledge of word origins is not only interesting in its own right, but that it extends students' knowledge of vocabulary and spelling exploring examples of words in which pronunciation, writing and meaning has changed over time, including words from a range of cultures
Language for interaction	Elaborations
Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)	<ul style="list-style-type: none"> identifying ways in which cultures differ in making and responding to common requests, for example periods of silence, degrees of formality
Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	<ul style="list-style-type: none"> recognising that a bare assertion (for example 'It's the best film this year') often needs to be tempered by: using the 'impersonal it' to distance oneself (for example 'It could be that it is the best film this year'); recruiting anonymous support (for example 'It is generally agreed that it is the best film this year.'); indicating a general source of the opinion (for example 'Most critics agree that it is the best film this year.'); specifying the source of the opinion (for example 'David and Margaret both agree that it is the best film this year') and reflecting on the effect of these different choices
Text structure and organisation	Elaborations
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	<ul style="list-style-type: none"> becoming familiar with the typical stages and language features of such text types as: narrative, procedure, exposition, explanation, discussion and informative text and how they can be composed and presented in written, digital and multimedia forms
Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	<ul style="list-style-type: none"> observing how writers use the beginning of a sentence to signal to the reader how the text is developing (for example 'Snakes are reptiles. They have scales and no legs. Many snakes are poisonous. However, in Australia they are protected')

Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns (ACELA1506)	<ul style="list-style-type: none"> examining how conventions of punctuation are used in written and digitally composed lists and learning that in Standard Australian English it is not necessary to add another 's' to the end of a plural noun to indicate possession ('Connors' house' / 'my parents' car')
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Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)

Expressing and developing ideas	Elaborations
Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas (ACELA1507)	<ul style="list-style-type: none"> knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang.'); to state a purpose (for example 'She raced home in order to confront her brother.'); to express a condition (for example 'It will break if you push it.'); to make a concession (for example 'She went to work even though she was not feeling well.'); to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned.')
Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea (ACELA1508)	<ul style="list-style-type: none"> learning how to expand a description by combining a related set of nouns and adjectives – 'Two old brown cattle dogs sat on the ruined front veranda of the deserted house'
Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)	<ul style="list-style-type: none"> interpreting narrative texts told as wordless picture books identifying and comparing sequences of images revealed through different hyperlink choices
Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	<ul style="list-style-type: none"> moving from general, 'all-purpose' words, for example 'cut' to more specific words, for example 'slice', 'dice', 'fillet', 'segment'
Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words (ACELA1513)	<ul style="list-style-type: none"> learning that many complex words were originally hyphenated but have become 'prefixed' as in 'uncommon', 'renew' 'email' and 'refine' talking about how suffixes change over time and new forms are invented to reflect changing attitudes to gender, for example 'policewoman', 'salesperson'; 'air hostess'/'steward' or 'flight attendant'
Recognise uncommon plurals, for example 'foci' (ACELA1514)	<ul style="list-style-type: none"> using knowledge of word origins and roots and related words to interpret and spell unfamiliar words, and learning about how these roots impact on plurals

Literature

Literature and context	Elaborations
Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	<ul style="list-style-type: none"> describing how aspects of literature, for example visuals, symbolic elements, dialogue and character descriptions, can convey information about cultural elements, such as beliefs, traditions and customs identifying variability within cultural contexts in literary texts, recognising the diversity of people's experiences within a cultural group such as differences in setting and lifestyle between urban and remote Aboriginal and Torres Strait Islander peoples
Responding to literature	Elaborations
Present a point of view about particular literary texts using appropriate	<ul style="list-style-type: none"> posing and discussing questions, such as 'Should this character have behaved as they did?', and beginning to make balanced judgments about the dilemmas characters face and relative merit and harm

metalinguage, and reflecting on the viewpoints of others (ACELT1609)

Use metalinguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

- orally, in writing or using digital media, giving a considered interpretation and opinion about a literary text, recognising that a student's view may not be shared by others and that others have equal claims to divergent views

Examining literature	Elaborations
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	<ul style="list-style-type: none"> • identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement • examining texts written from different narrative points of view and discussing what information the audience can access, how this impacts on the audience's sympathies, and why an author might choose a particular narrative point of view • examining the narrative voice in texts from Aboriginal and Torres Strait Islander traditions, which include perspectives of animals and spirits, about how we should care for the Earth, for example reflecting on how this affects significance, interpretation and response
Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	<ul style="list-style-type: none"> • discussing how figurative language including simile and metaphor can make use of a comparison between different things, for example 'My love is like a red, red rose'; 'Tyger!, Tyger! burning bright, In the forests of the night'; and how by appealing to the imagination, it provides new ways of looking at the world • investigating the qualities of contemporary protest songs, for example those about Indigenous peoples and those about the environment
Creating literature	Elaborations
Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	<ul style="list-style-type: none"> • using texts with computer-based graphics, animation and 2D qualities, consider how and why particular traits for a character have been chosen
Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	<ul style="list-style-type: none"> • drawing upon fiction elements in a range of model texts - for example main idea, characterisation, setting (time and place), narrative point of view; and devices, for example figurative language (simile, metaphor, personification), as well as non-verbal conventions in digital and screen texts - in order to experiment with new, creative ways of communicating ideas, experiences and stories in literary texts

Literacy

Texts in context	Elaborations
Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	<ul style="list-style-type: none"> • identifying the narrative voice (the person or entity through whom the audience experiences the story) in a literary work, discussing the impact of first person narration on empathy and engagement
Interacting with others	Elaborations
Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)	<ul style="list-style-type: none"> • asking specific questions to clarify a speaker's meaning, making constructive comments that keep conversation moving, reviewing ideas expressed and conveying tentative conclusions
Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	<ul style="list-style-type: none"> • participating in pair, group, class and school speaking and listening situations, including informal conversations, discussions and presentations • using effective strategies for dialogue and discussion including speaking clearly and to the point, pausing in appropriate places for others to respond, asking pertinent questions and linking students' own responses to the contributions of others

	<ul style="list-style-type: none"> choosing vocabulary and sentence structures for particular purposes including formal and informal contexts, to report and explain new concepts and topics, to offer a point of view and to persuade others experimenting with voice effects in formal presentations such as tone, volume, pitch and pace, recognising the effects these have on audience understanding
Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	<ul style="list-style-type: none"> planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding
Interpreting, analysing, evaluating	Elaborations
Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	<ul style="list-style-type: none"> explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of the text
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	<ul style="list-style-type: none"> bringing subject and technical vocabulary and concept knowledge to new reading tasks selecting and using texts for their pertinence to the task and the accuracy of their information using word identification, self-monitoring and self-correcting strategies to access material on less familiar topics, skimming and scanning to check the pertinence of particular information to students' topic and task reading a wide range of imaginative, informative and persuasive texts for pleasure and to find and use information
Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	<ul style="list-style-type: none"> using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating its relative value, and the accuracy and currency of print and digital sources and summarising information from several sources
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	<ul style="list-style-type: none"> using research from print and digital resources to gather and organise information for writing selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement using vocabulary, including technical vocabulary, appropriate to the type of text and purpose. Using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverbials and noun groups for lengthier descriptions using paragraphs to present and sequence a text
Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	<ul style="list-style-type: none"> editing for flow and sense, organisation of ideas and choice of language, revising and trying new approaches if an element is not having the desired impact
Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	<ul style="list-style-type: none"> using handwriting with increasing fluency and legibility appropriate to a wide range of writing purposes
Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	<ul style="list-style-type: none"> writing letters in print and by email, composing with increasing fluency, accuracy and legibility and demonstrating understanding of what the audience may want to hear

Year 5 achievement standard

By the end of Year 5 students make links between information and ideas from a number of different sources to understand experiences, ideas and information beyond their immediate experience. They accurately identify key ideas and details in short presentations, and summarise these ideas clearly for others. They discuss the connections between particular structures, language features, simple literary devices, and the purposes of texts. They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts. They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints. They describe how sound and imagery influence interpretations of characters, settings and events in texts. They compare ways in which their own and others' viewpoints about texts are shaped by individual values and experiences, and expand their own understanding by taking account of different opinions and interpretations.

Students create a variety of sequenced written, spoken and multimodal texts for different purposes and audiences. They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They predict readers' needs when organising ideas and develop coherent texts by varying sentences and paragraphs for specific effect and linking related ideas. They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions. They write clear, well-structured sentences and paragraphs and use punctuation to provide structure and meaning in their writing. Individually and in groups they present oral reports of findings from investigations on various topics to peers. They consider the needs of audiences and adjust spoken language for impact in informative or imaginative presentations. They employ a variety of techniques of spoken language to engage audiences and emphasise meaning, including variations in volume and pace, and pauses for effect.

Year 6

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Language

Language variation and change	Elaborations
Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	<ul style="list-style-type: none"> recognising that there are more than 150 Aboriginal languages and two Torres Strait Islander languages and that they relate to geographic areas in Australia recognising that all languages and dialects are of equal value, although we use different ones in different contexts, for example the use of Standard Australian English, Aboriginal English and forms of Creole used by some Torres Strait Islander groups and some of Australia's near neighbours
Language for interaction	Elaborations
Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	<ul style="list-style-type: none"> identify and appreciate differences in language used in diverse family settings
Understand the uses of objective and subjective language and bias (ACELA1517)	<ul style="list-style-type: none"> understanding when it is appropriate to share feelings and opinions (for example in a personal recount) and when it is appropriate to remain more objective (for example in a factual recount) differentiating between reporting the facts (for example in a news story) and providing a commentary (for example in an editorial)
Text structure and organisation	Elaborations
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	<ul style="list-style-type: none"> exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features and comparing the overall structure and effect of authors' choices in two or more texts examining different works by an author who specialises in humour or pathos to identify strategies such as exaggeration and character embarrassment to amuse and to offer insights into characters' feelings, so building empathy with their points of view and concern for their welfare

Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	<ul style="list-style-type: none"> noting how writers often leave out words that have already been mentioned (for example 'Tina ate three apples and Simon ate two. [apples]') noting how writers often substitute a general word for a more specific word already mentioned, thus creating a cohesive link between the words (for example 'Look at those apples. Can I have one?') recognising how cohesion can be developed through repeating key words or by using synonyms or antonyms observing how relationships between concepts can be represented visually through similarity, contrast, juxtaposition, repetition, class-subclass diagrams, part-whole diagrams, cause-and-effect figures, visual continuities and discontinuities
Understand the uses of commas to separate clauses (ACELA1521)	<ul style="list-style-type: none"> identifying different uses of commas in texts
Expressing and developing ideas	Elaborations
Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas (ACELA1522)	<ul style="list-style-type: none"> knowing that a complex sentence typically consists of an independent clause and a dependent clause connected by a subordinating conjunction (for example 'because', 'when', 'after', 'if', 'while', 'although'). Note: Dependent clauses of time, purpose, reason, concession, condition and so on are referred to as 'adverbial clauses' knowing that the function of complex sentences is to make connections between ideas, such as: to provide a reason (for example 'He jumped up because the bell rang'); to state a purpose (for example 'She raced home in order to confront her brother'); to express a condition (for example 'It will break if you push it'); to make a concession (for example 'She went to work even though she was not feeling well'); to link two ideas in terms of various time relations (for example 'Nero fiddled while Rome burned')
Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials (ACELA1523)	<ul style="list-style-type: none"> knowing that verbs often represent actions and that the choice of more expressive verbs makes an action more vivid (for example 'She ate her lunch' compared to 'She gobbled up her lunch') knowing that adverbials can provide important details about an action (for example 'At nine o'clock the buzzer rang loudly throughout the school.') knowing the difference between the simple present tense (for example 'Pandas eat bamboo.') and the simple past tense (for example 'She replied.') knowing that the simple present tense is typically used to talk about actions that happen regularly in the present (for example 'He watches TV every night.') or that represent 'timeless' actions, as in information reports (for example 'Bears hibernate in winter.') knowing that there are various ways in English to refer to future time (for example 'She will call you tomorrow'; 'I am going to the movies tomorrow'; 'Tomorrow I leave for Hobart')
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	<ul style="list-style-type: none"> observing how sequential events can be represented visually by a series of images, including comic strips, timelines, photo stories, procedure diagrams and flowcharts, life-cycle diagrams, and the flow of images in picture books observing how concepts, information and relationships can be represented visually through such images as tables, maps, graphs, diagrams, and icons
Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	<ul style="list-style-type: none"> identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question
Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)	<ul style="list-style-type: none"> adopting a range of spelling strategies to recall and attempt to spell new words using a dictionary to correct students' own spelling

Literature

Literature and context	Elaborations
Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	<ul style="list-style-type: none"> recognising the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events
Responding to literature	Elaborations
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	<ul style="list-style-type: none"> exploring texts on a similar topic by authors with very different styles, for example comparing fantasy quest novels or realistic novels on a specific theme, identifying differences in the use of narrator, narrative structure and voice and language style and register
Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	<ul style="list-style-type: none"> noting how degrees of possibility are opened up through the use of modal auxiliaries (for example 'It may be a solution'; 'It could be a solution.') as well as through other resources such as adverbs (for example 'It's possibly/probably/certainly a solution.'); adjectives (for example 'It's a possible/probable/certain solution'); and nouns (for example 'It's a possibility/probability.')
Examining literature	Elaborations
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	<ul style="list-style-type: none"> exploring two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books
Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)	<ul style="list-style-type: none"> identifying how language choice and imagery build emotional connection and engagement with the story or theme describing how a character's experience expressed through a verse novel impacts on students personally, how the author controls the revelation of the experiences and how the verse story builds meaning to its climax when we understand the whole
Creating literature	Elaborations
Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	<ul style="list-style-type: none"> creating narratives in written, spoken or multimodal/digital format for more than one specified audience, requiring adaptation of narrative elements and language features planning and creating texts that entertain, inform, inspire and/or emotionally engage familiar and less-familiar audiences
Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	<ul style="list-style-type: none"> selecting and using sensory language to convey a vivid picture of places, feelings and events in a semi-structured verse form

Literacy

Texts in context	Elaborations
Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	<ul style="list-style-type: none"> identifying and exploring news reports of the same event, and discuss the language choices and point of view of the writers using display advertising as a topic vehicle for close analysis of the ways images and words combine for deliberate effect including examples from the countries of Asia (for example comparing Hollywood film posters with Indian Bollywood film posters)
Interacting with others	Elaborations
Participate in and contribute to discussions, clarifying and interrogating ideas, developing	<ul style="list-style-type: none"> using strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions

and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	<ul style="list-style-type: none"> exploring personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses recognising that closed questions ask for precise responses while open questions prompt a speaker to provide more information
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)	<ul style="list-style-type: none"> participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations using effective strategies for dialogue and discussion in range of familiar and new contexts, including speaking clearly and coherently and at appropriate length, acknowledging and extending the contributions of others, asking pertinent questions and answering others' questions choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as recounting an excursion to a younger class or welcoming a visitor to a school function experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	<ul style="list-style-type: none"> using technologies to collaboratively prepare a humorous, dynamic group view on a debatable topic, such as 'Kids should be allowed to read and view what they like,' to be presented to teachers and parents
Interpreting, analysing, evaluating	Elaborations
Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	<ul style="list-style-type: none"> comparing the structures and features of different texts, including print and digital sources on similar topics, and evaluating which features best aid navigation and clear communication about the topic
Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	<ul style="list-style-type: none"> bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting, evaluating and using texts for their pertinence to the task and the accuracy of their information using word identification, self-monitoring and self-correcting strategies using research skills including identifying research purpose, locating texts, gathering and organising information, evaluating and using information identifying and using texts for a wide range of purposes, selecting texts by favourite authors and trying new ones
Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	<ul style="list-style-type: none"> making connections between the text and students' own experience or other texts making connections between information in print and images finding specific literal information using prior knowledge and textual information to make inferences and predictions asking and answering questions finding the main idea of a text summarising a text or part of a text
Analyse strategies authors use to influence readers (ACELY1801)	<ul style="list-style-type: none"> identify how authors use language to position the reader and give reasons
Creating texts	Elaborations
Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	<ul style="list-style-type: none"> creating informative texts for two different audiences, such as a visiting academic and a Year 3 class, that explore an aspect of biodiversity using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities
Reread and edit students' own and others' work using agreed criteria and explaining	<ul style="list-style-type: none"> editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience

 editing choices (ACELY1715)

Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)

- using handwriting efficiently as a tool for a wide range of formal and informal text creation tasks

Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

- selecting and combining software functions as needed to create texts
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Year 6 achievement standard

By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others' opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic.

Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others' opinions.



adjectival clause

a dependent clause that provides additional information about a noun or pronoun in an independent clause. It begins with either a relative pronoun or relative adverb. 'Who', 'whom', 'whose', 'which' and 'that' are relative pronouns. 'Where', 'when' and 'why' are relative adverbs

adverb

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending

adverbial

a word or group of words that contributes additional but non-essential information to the larger structure of a clause.

An adverbial can contribute circumstantial information to a clause (for example about place, 'outside' in 'I spoke with him outside'; when or how, 'quickly' in 'She responded quickly'). It can also contribute evaluative interpersonal meaning to a clause (for example 'frankly' in 'Frankly, I don't care').

Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as an adverbial in a clause (for example 'tentatively' in 'They opened the letter tentatively', '...on the beach' in 'The dog was running on the beach'. An alternative term for 'adverbial' is adjunct'.

aesthetic

relates to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the literature strand

alliteration

the recurrence of the same consonant sounds at the beginning of words in close succession, for example ripe, red raspberry

antonym

a word opposed in meaning to another word

apposition

when one noun group immediately follows another with the same reference, they are said to be in apposition, for example 'our neighbour, Mr Grasso...', 'Canberra, the capital of Australia, ...'

appreciation

the act of discerning quality and value of literary texts

audience

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

author

the composer or originator of a work (for example a novel, film, website, speech, essay, autobiography)

ballad

a poem that tells a story. The ballad is commonly characterised by action and often incorporates dialogue for dramatic effect. Usually it is written in a popular metre, has a definite rhyming pattern and makes use of repetition

camera angle

the angle at which the camera is pointed at the subject. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal

camera shot

a sequence of film taken without stopping or cutting. The shot can be close up, mid or distance

clause

a clause creates a message through the combination of a subject (the element being identified for comment) and its predicate (the comment about the subject which contains a verb), for example 'I (subject) shall eat my dinner (predicate).'

There are different kinds of clauses. The clause that is essential to any sentence is an independent (or main) clause. Compound and complex sentences contain more than one clause.

A clause that provides additional information to the main clause but cannot stand alone is a dependent (or subordinate) clause. For example:

- 'When the sun goes down (dependent), I shall eat my dinner (main).'
- 'My time is limited (main) because I am reading Shakespeare.'(dependent)

An embedded clause occurs within the structure of another clause often as a qualifier to a noun group, for example:

- 'The man who came to dinner (embedded) is my brother.'

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (words opposite in meaning, for example 'study/laze about', 'ugly/beautiful'), repetition ('work, work, work – that's all we do!'), word sets (for example class-sub-class or part-whole sets), and collocation (using words that go with each other, for example 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

collocation

those words that commonly occur in close association with one another (for example 'blonde' goes with 'hair', butter is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt')

colon

a punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences

complex sentence

contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions like 'when', 'while', and 'before'. A complex sentence will not make sense without an independent clause. In the following example, the dependent clause is underlined and the conjunction is in bold: '**When** the sun came out, we all went outside.'

compound sentence

a sentence consisting of two or more independent (main) clauses joined by co-ordinating conjunctions like 'and', 'or' 'but' and 'so'. Each clause is coordinated or linked so as to give each one equal status as a message. In the following example, the co-ordinating conjunction is underlined and verbs are highlighted: 'The sun **emerged** and we all **went** outside'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge

- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text

concepts about print

concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two major types of conjunctions for linking messages: coordinating conjunctions and subordinating conjunctions.

- coordinating conjunctions are words that link words, phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions like 'and', 'or', 'but':
 - 'Mum and dad are here' (joining words)
 - 'We visited some of our friends but not all of them' (joining noun groups)
 - 'Did I fall asleep and miss my dinner?' (joining clauses)
- subordinating conjunctions introduce certain kinds of dependent clauses;
 - 'that' simply marks declaratives, for example 'I know that he is ill'
 - 'whether' (or 'if' in the sense in which it is equivalent to whether) marks interrogatives, 'I wonder whether/if she's right'
 - 'while', 'after', 'when', 'because', 'if' (in the conditional sense) serve to mark the kind of dependent clause it introduces: for example one of time, reason, condition, 'We went home after/when the meeting ended', 'They stayed in because it was raining', 'I'll do it if you pay me'

connective

words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows:

- temporal – to indicate time or sequence ideas (for example 'first', 'second', 'next')
- causal – to show cause and effect (for example 'because', 'for', 'so')
- additive – to add information (for example 'also', 'besides', 'furthermore')
- comparative – for example 'rather', 'alternatively'
- conditional/concessive – to make conditions or concession (for example 'yet', 'although')
- clarifying – for example 'in fact', 'for example'

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning

convention

an accepted language practice that has developed over time and is generally used and understood, for example use of punctuation

coordinating conjunctions

words that link phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions like 'and', 'or', 'either/neither', 'but', 'so' and 'then'

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

creating

creating refers to the development and/or production of spoken, written or multimodal texts in print or digital forms

decode

the process of working out the meaning of words in a text. In decoding, readers draw on contextual, vocabulary, grammatical and phonic knowledge. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error, and self-correct

dependent clause

a clause that cannot make complete sense on its own. It needs to be combined with an independent clause to form a complete sentence. The dependent clause can be introduced by a finite verb like 'goes' in the following sentence: '**When** the sun goes down, I shall eat my dinner.' But it can also be introduced by non-finite verbs, as in 'going' in the following sentence: 'From 1966 to 2001 the total population decreased, going from 11,800 down to 11,077'

design

the way particular elements are selected and used in the process of text construction for particular purposes. These elements might be linguistic (words); visual (images); audio (sounds); gestural (body language); spatial (arrangement on the page, screen or 3D), and multimodal (a combination of more than one)

digital texts

audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature

digraph

two letters that represent a single sound. Vowel digraphs are two vowels ('oo', 'ea'). Consonant digraphs have two consonants ('sh', 'th'). Vowel/consonant digraphs have one vowel and one consonant ('er', 'ow')

directionality

the direction in which English print is read. Early readers need to learn where to start reading and in which direction the print travels

e-literature

the electronic publication of literature using the multimedia capabilities of digital technologies to create interactive and possibly non-linear texts, through combining written text, movement, visual, audio and spatial elements. It may include hypertext fiction, computer art installations, kinetic poetry and collaborative writing projects allowing readers to contribute to a work. E-literature also includes texts where print meanings are enhanced through digital images and/or sound and literature that is reconstituted from print texts (for example online versions of *The Little Prince* or *Alice in Wonderland*)

ellipsis

- the omission of words that repeat what has gone before; these terms are simply understood (for example 'The project will be innovative. To be involved will be exciting.' 'in the project' is ellipsed in the second sentence)
- through a related resource called substitution, a word like 'one' is substituted for a noun or noun group as in 'There are lots of apples in the bowl. Can I have one?' ('of them')
- a cohesive resource that binds text together and is commonly used in dialogue for speed of response and economy of effort, for example (do you) 'Want a drink?' / 'Thanks, I would.' (like a drink)
- the use of three dots. This form of punctuation (also known as points of ellipsis) can be used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu

etymological knowledge

knowledge of the origins and development of the form and meanings of words and how the meanings and forms have changed over time

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'), however, they can be left implicit (for example 'He dropped the ball when he was tackled', or 'Mary put her arm round the child while she wept.')

figurative language

words or phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (eg simile, metaphor, personification)

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

genre

the categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (detective fiction, romance, science fiction, fantasy fiction), form and structure (poetry, novels, short stories)

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

graphophonic knowledge

the knowledge of how letters in printed English relate to the sounds of the language

handwriting

the production of legible, correctly formed letters by hand or with the assistance of writing tools, for example pencil grip or assistive technology

high frequency sight words

the most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or 'high-frequency' words in English are not able to be decoded using sound-letter correspondence because they do not use regular or common letter patterns. These words need to be learnt by sight, for example 'come', 'was', 'were', 'one', 'they', 'watch', 'many'

homophone

a word identical in pronunciation with another but different in meaning, for example 'bear' and 'bear', 'air' and 'heir'

hybrid texts

composite texts resulting from a mixing of elements from different sources or genres (for example info-tainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print

idiomatic expressions

a group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth')

independent clause

a clause that makes sense on its own whereas a dependent clause needs to be added to an independent clause for the sentence to make sense

inference

the process of drawing conclusions based on evidence in a text

intertextuality

the associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing

juxtaposition

the placement of two or more ideas, characters, actions, settings, phrases, or words side-by-side for a particular purpose for example to highlight contrast or for rhetorical effect

language features

the features of language that support meaning, eg sentence structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production

language patterns

the arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

lexical cohesion

the use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related such as by class and subclass

linking devices

devices that link words, phrases and sentences, often used interchangeably with conjunctions or text connectives

listen

the use of the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

literary features

See stylistic features

media texts

spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers, magazines

and on television, film, radio, computer software and the internet

medium

the resources used in the production of texts including the tools and materials used (for example digital text and the computer, writing and the pen or the typewriter)

metalanguage

a language used to discuss language conventions and use

metaphor

a resemblance between one thing and another is declared by suggesting that one thing is another; for example, 'my fingers are ice'. Metaphors are common in spoken and written language and visual metaphors are common in still images like advertisements and in moving images like feature films

metonymy

the use of the name of one thing or attribute of something to represent something larger or related (for example using the word 'crown' to represent a monarch of a country; referring to a place for an event as in 'Chernobyl' when referring to changed attitudes to nuclear power, or a time for an event as in '9/11' when referring to changed global relations)

modal verb

a verb that expresses a degree of probability attached by a speaker to a statement (for example 'I might come home') or a degree of obligation (for example 'You must give it to me', 'You are not permitted to smoke in here').

modality

aspects of language that suggest a particular angle on events, a speaker or writer's assessment of possibility, probability, obligation and conditionality. It is expressed linguistically in choices for modal verbs (for example can, may, must, should), modal adverbs (for example possibly, probably, certainly) and modal nouns (possibility, probability, certainty)

mode

the various processes of communication – listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture

morpheme

the smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words

morphemic knowledge

knowledge of morphemes, morphemic processes and the different forms and combinations of morphemes (for example the word 'unfriendly' is formed from the stem 'friend', the adjective-forming suffix 'ly' and the negative prefix 'un')

multimodal text

combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations

narrative

a story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated)

narrative point-of-view

the ways a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens

neologism

the creation of a new word or expression

nominalisation

a process for forming nouns from verbs (for example 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example 'length' from 'long', 'eagerness' from 'eager')

a process for forming noun phrases from clauses (for example 'their destruction of the city' from 'they destroyed the city')

Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts

noun

a word class used to represent places, people, ideas and things. Nouns can be made plural (for example dog/dogs) and can be marked for possession (for example dog/dog's). There are different types of nouns including:

- abstract noun refers to an idea, state or quality (for example 'democracy', 'freedom', 'courage', 'doubt', 'success' and 'love')
- concrete noun refers to something that has a physical reality. It may be seen, touched, tasted
- pronoun refers to words like 'I', 'you', 'them', 'hers' that are used in place of a noun

noun groups

a group of words building on a noun. Noun groups usually consist of an article ('the', 'a', 'an') plus one or more adjectives. They can also include demonstratives (for example 'this', 'those'), possessives (for example 'my', 'Ann's'), quantifiers (for example 'two', 'several'), or classifiers (for example 'wooden') before the head noun. These are called pre-modifiers after the noun, phrases and clauses act as post-modifiers following the head noun (for example 'the girl with the red shirt who was playing soccer')

onset and rime

the separate sounds in a syllable or in a one-syllable word. In 'cat' the onset is /c/ and the rime is /at/, in shop the onset is /sh/ and the rime is /op/. Word families can be constructed using common onsets such as /t/ in top, town, tar, tap, or common rimes such as /at/ in cat, pat, sat, rat. These are very useful for teaching spelling

patterns of language

See Language patterns

personification

the description of an inanimate object as though it were a person or living thing

phoneme

the smallest unit of sound in a word. The word 'is' has two phonemes /i/ and /s/. The word 'ship' has three phonemes /sh/, /i/, /p/

phonic

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

phonological awareness

a broad concept that relates to the sounds of spoken language. It includes understandings about words, rhyme, syllables and onset and rime. NOTE: the term 'sound' relates to the sound we make when we say a letter or word, not to the letter in print. A letter may have more than one sound, such as the letter 'a' in 'was', 'can' or 'father', and a sound can be represented by more than one letter such as the sound /k/ in 'cat' and 'walk'. The word 'ship' had three sounds /sh/, /i/, /p/, but has four letters 's', 'h', 'i', 'p'. Teachers should use the terms

'sound' and 'letter' accurately to help students clearly distinguish between the two items

phonological knowledge

information about the sounds of language and letter-sound relationships (when comprehending a text), for example single sounds, blends

phrase

a unit intermediate between clause and word consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun phrase (e.g. men or the men who died), one with a verb as head is a verb phrase (e.g. went or had gone), and so on.

poetic devices

particular patterns and techniques of language used in poems to create particular effects

point of view

- refers to the viewpoint of an author, audience or characters in a text
- narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens

predictable text

texts that are easily navigated and read by beginning readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words

prediction

an informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence

prefix

A prefix is a meaningful element added to the beginning of a word to change its meaning

prepositional phrases

prepositions are positional words, for example: 'below', 'for', 'down', 'above', 'to', 'near', 'under', 'since', 'between', 'with', 'before', 'after', 'into', 'from', 'beside', 'without', 'out', 'during', 'past', 'over', 'until', 'through', 'off', 'on', 'across', 'by', 'in', 'around.' prepositional phrases are units of meaning within a clause that contain a preposition, for example 'She ran into the garden', 'He is available from nine o'clock'

pun

humorous use of a word to bring out more than one meaning; a play on words

read

to process words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts

recount

a type of text that records events in the sequence in which they occurred. The speaker/writer has often been personally involved in these events

return sweep

the way English print travels from left to right and then returns to the left of the page for the next and each subsequent line

rhetorical question

a question that is asked to provoke thought rather than require an answer.

rime and onset

the separate sounds in a syllable or in a one-syllable word. In 'cat' the onset is /c/ and the rime is /at/, in shop the onset is /sh/ and the rime is /op/. Word families can be constructed using common onsets such as /t/ in top, town, tar, tap, or common rimes such as /at/ in cat, pat, sat, rat. These are very useful for teaching spelling

salience

a strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices such as underlining or italics

satire

the use of irony, sarcasm, ridicule to expose, denounce and deride folly or vice in human nature and institutions

scanning

when reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when a reader first finds a resource to determine whether it will answer their questions

semantic knowledge/information

information related to meanings used when reading. Semantic information includes a reader's own prior knowledge and the meanings embedded in a text. Readers use semantic information to assist in decoding and to derive meanings from a text

semicolon

join clauses that could stand alone as sentences. In this way clauses that have a close relationship with one another may be linked together in a single sentence

sentence

a unit of written language consisting of one or more clauses that are grammatically linked. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. There are different types of sentences:

- simple sentence – has the form of a single independent clause (for example 'Mary is beautiful.' 'The ground shook.' 'Take a seat.')
- compound sentence – contains two or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example 'and' is the coordinating conjunction: 'We went to the movies and bought an ice cream.'
- complex sentence – contains an independent (or main) clause and one or more dependent (or subordinate) clauses. The dependent clause is joined to the independent clause through subordinating conjunctions like 'when', 'while' and 'before' as in the following examples: 'We all went outside when the sun came out,' and 'Because I am reading Shakespeare, my time is limited.'

simile

a figure of speech that compares two usually dissimilar things. The comparison generally starts with 'like' or 'as'

simple sentence

contains one clause and expresses a complete thought. It has a subject and a verb and may also have an object or complement

sound effect

any sound, other than speech or music, used to create an effect in a text

sound/letter correspondence

the relationship of spoken sounds of English to letters of the alphabet or to letter clusters

speak

convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world.

spoonerism

a slip of the tongue where the initial sounds of a pair of words are transposed

Standard Australian English

the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians

stereotype

when a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified

stylistic features

the ways aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example Jennings' stories, Lawson's poems) as well as the work of a particular period (for example Elizabethan drama, nineteenth century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition

subject

an element in the structure of a clause usually filled by a noun group, for example 'the dog (subject) was barking'. The normal position of the subject is before the verb group, but in most kinds of interrogative it follows the first auxiliary verb, for example 'Was the dog barking?', 'Why was the dog barking?'

In independent clauses the subject is an obligatory element except in imperative clauses and casual style, for example 'There will be no milk left'.

Most personal pronouns have a different form when the subject of a finite clause (I, he, she, etc.) than when the object (me, him, her), for example 'She won the race', not 'Her won the race'. In the present tense, and the past tense with the verb 'be', the verb agrees with the subject in person and number, for example 'Her son lives with her' and 'Her sons live with her'

or

- subject matter refers to the topic or theme under consideration

subordinating conjunction

links a dependent clause to an independent (main) clause in a sentence. Examples include conjunctions like 'when' in the sentence: 'When I went to Sydney, I met my aunt'; 'while' in 'While waiting for my dinner, I fell asleep' and 'although' in 'Although I left my coat behind in the car, I continued on my way.'

suffix

a meaningful element added to the end of a word to change its meaning

syllabification

the process of dividing words into syllables

syllable

a unit of sound within a word

symbolism

something that represents something else, particularly in relation to a quality or concept developed and strengthened through repetition by a writer through language choices for example freedom symbolised by a bird in flight

synonym

a word or word group with the same or similar meaning as another word or word group

syntactic

related to the study of syntax

syntax

the ways words, phrases and clauses are structured in sentences. In some schools of linguistics, syntax and grammar are used interchangeably

tense

a verb form that locates the event described by the verb in time (for example 'Sarah laughs' is present tense, 'Sarah laughed' is past tense)

text

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media

text connectives

often called conjunctions, these are words for signposting the development of a text and helping it hold together. They can sequence ideas (for example firstly, secondly, thirdly, finally), add information (for example in addition, furthermore, in the same way), show causes and results (for example so, therefore, for that reason, accordingly, as a consequence) and introduce conditions or concessions (for example on the other hand, however, nevertheless, despite this)

text navigation

the way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end; readers of non-fiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects, such as videos or animations, making quick judgments about relevance of material

text processing strategies

strategies readers use to decode a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and re-reading

text structure

the ways information is organised in different types of texts for example, chapter headings, sub headings, table of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text

structures and language features together define a text type and shape its meaning. See language features

theme

- refers to the main idea or message of a text, or
- grammatical theme indicates importance both within a clause and across a text. In a clause the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole

types of texts

classifications according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts employ. In general, in the Australian Curriculum: English, texts can be classified as belonging to one of three types: imaginative, informative or persuasive, although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.

Imaginative texts – texts whose primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.

Informative texts – texts whose primary purpose is to provide information. They include texts which are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.

Persuasive texts – whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles

verb

tell us what kind of situation is described in a clause – in particular, whether it is a happening or a state – but they often need other elements to locate the situation in time, to indicate polarity (positive or negative), aspect (whether the situation is completed or not) or modality (the assessment of the speaker about the situation)

- doing - for example 'She climbed the ladder'
- being - for example 'The koala is an Australian mammal'
- having - for example 'the house has several rooms'
- thinking - for example 'She believes in her work'
- saying - for example 'The prime minister spoke to the media'

Verbs are essential to clause structure and change their form according to tense (present tense or past tense), to person (first, second or third) and number (singular and plural)

verb groups

groups of words that are centred on a verb and consist of one or more verbs. The main verb in a verb group often needs auxiliary (or helping) verbs to indicate features like time (past or present), polarity (positive or negative), aspect (whether the action is completed or not) and modality (the assessment of the speaker about the action). All the following verbs contribute to the meaning of the verb group as a whole: 'the girl played soccer', 'the girl was playing/had been playing soccer', 'the girl was not playing soccer', 'the girl could have been playing soccer'

view

observe with purpose, understanding and critical awareness. Some students use oral, written or multimodal forms to respond to a range of text types. Other students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

visual features

visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle

visual language choices

choices that contribute to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

In clauses expressing actions, like the above examples, the subject of the active (the dog) has the role of actor, and the object (me) the role of patient, whereas in the passive the subject (I) has the role of patient and the object of the preposition by (the dog) the role of actor.

In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active (the minister) corresponds to the subject of the passive, and the subject of the active (everyone) corresponds to the object of the preposition 'by'.

and in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example 'authorial voice' in a literary text or 'expert voice' in an exposition)

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language Variation and Change	Language variation and change How English varies according to context and purpose including cultural and historical contexts	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages	Understand that the pronunciation, spelling and meanings of words have histories and change over time	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
Language for interaction	Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience	Explore how language is used differently at home and school depending on the relationships between people	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others Understand that there are different ways of asking for information, making offers and giving commands	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
	Evaluative language How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Identify language that can be used for appreciating texts and the qualities of people and things	Examine how evaluative language can be varied to be more or less forceful	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Understand the uses of objective and subjective language and bias
Text structure and organisation	Purpose audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	Understand that the purposes texts serve shape their structure in predictable ways	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
	Text cohesion How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms	Understand that paragraphs are a key organisational feature of written texts	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Understand that cohesive links can be made in texts by omitting or replacing words
	Punctuation How punctuation works to perform different functions in a text.	Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	Recognise how quotation marks are used in texts to signal dialogue, titles and reported speech	Understand how possession is signalled through apostrophes and how to use apostrophes of possession for common and proper nouns	Understand the uses of commas to separate clauses
	Concepts of print and screen The different conventions that apply to how text is presented on a page or screen	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality	Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines	Identify the features of online texts that enhance navigation	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	This sequence ends at Year 5 level

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Language Variation and Change	Language variation and change How English varies according to context and purpose including cultural and historical contexts	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve
Language for interaction	Language for social interactions How language used for different formal and informal social interactions is influenced by the purpose and audience	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase	Understand how accents, styles of speech and idioms express and create personal and social identities	Understand how conventions of speech adopted by communities influence the identities of people in those communities	Understand that roles and relationships are developed and challenged through language and interpersonal skills	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people
	Evaluative language How language is used to express opinions, and make evaluative judgments about people, places, things and texts	Understand the uses of objective and subjective language and bias	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication
Text structure and organisation	Purpose audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication	Understand that authors innovate with text structures and language for specific purposes and effects	Compare the purposes, text structures and language features of traditional and contemporary texts in different media
	Text cohesion How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that cohesive links can be made in texts by omitting or replacing words	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
	Punctuation How punctuation works to perform different functions in a text.	Understand the uses of commas to separate clauses	Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses	Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes	Understand conventions for citing others, and how to reference these in different ways
	Concepts of print and screen The different conventions that apply to how text is presented on a page or screen	This sequence ends at Year 5 level				

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expressing and developing ideas	Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Recognise that sentences are key units for expressing ideas	Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is doing or receiving the action?’ and the circumstances surrounding the action	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions	Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement	Understand that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases Investigate how quoted (direct) and reported (indirect) speech work in different types of text	Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas
	Word level grammar The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups.	Recognise that texts are made up of words and groups of words that make meaning	Explore differences in words that represent people, places and things (nouns and pronouns), actions (verbs), qualities (adjectives) and details like when, where and how (adverbs)	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity	Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials
	Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Explore the different contribution of words and images to meaning in stories and informative texts	Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning	Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts
	Vocabulary The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs	Incorporate new vocabulary from a range of sources into students’ own texts including vocabulary encountered in research	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion
	Spelling Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words Know how to use onset and rime to spell words	Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words Recognise common prefixes and suffixes and how they change a word’s meaning	Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ Recognise high frequency sight words	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters Recognise homophones and know how to use context to identify correct spelling	Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words Recognise uncommon plurals, for example ‘foci’	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages
Sound and letter knowledge	Phonemic awareness (sounds of language) Basic knowledge of sounds of language and how these are combined in spoken words	Recognise rhymes, syllables and sounds (phonemes) in spoken words	Manipulate sounds in spoken words including phoneme deletion and substitution	Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations	This sequence ends at Year 2 level			
	Alphabet knowledge The written code of English (the letters) and how these are combined in words	Recognise the letters of the alphabet and know there are lower and upper case letters	Recognise sound–letter matches including common vowel and consonant digraphs and consonant blends Understand the variability of sound–letter matches	This sequence ends at Year 1 level				

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Expressing and developing ideas	Sentences and clause level grammar What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas	Recognise and understand that embedded clauses are a common feature of sentence structures and contribute additional information to a sentence	Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses	Explain how authors experiment with the structures of sentences and clauses to create particular effects	Analyse and evaluate the effectiveness of a wide range of clause and sentence structures as authors design and craft texts
	Word level grammar The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups.	Understand how ideas can be expanded and sharpened through careful choice of verbs and elaborated tenses and a range of adverbials	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns	Understand the effect of nominalisation in the writing of informative and persuasive texts	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text	Understand how higher order concepts are developed in complex texts through language features including nominalisation, apposition and embedding of clauses
	Visual language How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning	Evaluate the impact on audiences of different choices in the representation of still and moving images
	Vocabulary The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
	Spelling Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots
Sound and letter knowledge	Phonemic awareness (sounds of language) Basic knowledge of sounds of language and how these are combined in spoken words	This sequence ends at Year 2 level				
	Alphabet knowledge The written code of English (the letters) and how these are combined in words	This sequence ends at Year 1 level				

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts in context	Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Identify some familiar texts and the contexts in which they are used	Respond to texts drawn from a range of cultures and experiences	Discuss different texts on a similar topic, identifying similarities and differences between the texts	Identify the point of view in a text and suggest alternative points of view	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches
Interacting with others	Listening and speaking interactions The purposes and contexts through which students engage in listening and speaking interactions	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
	Listening and speaking interactions The skills students use when engaging in listening and speaking interactions	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
	Oral presentations The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view	Deliver short oral presentations to peers	Make short presentations using some introduced text structures and language, for example opening statements	Rehearse and deliver short presentations on familiar and new topics	Plan and deliver short presentations, providing some key details in logical sequence	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Texts in context	Texts and the contexts in which they are used How texts relate to their contexts and reflect the society and culture in which they were created	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	Analyse and explain the effect of technological innovations on texts, particularly media texts	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices
Interacting with others	Listening and speaking interactions The purposes and contexts through which students engage in listening and speaking interactions	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
	Listening and speaking interactions The skills students use when engaging in listening and speaking interactions	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences
	Oral presentations The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpreting, analysing, evaluating	Purpose and audience Recognising and analysing differences between different types of texts	Identify some differences between imaginative and informative texts	Describe some differences between imaginative informative and persuasive texts	Identify the audience of imaginative, informative and persuasive texts	Identify the audience and purpose of imaginative, informative and persuasive texts	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	Analyse how text structures and language features work together to meet the purpose of a text
	Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Read predictable texts, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge	Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self correcting	Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, cross checking and reviewing	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning	Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings
	Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	Use comprehension strategies to interpret and analyse information, integrating and linking ideas from a variety of print and digital sources	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
	Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	This sequence starts at this year level						Analyse strategies authors use to influence readers
Creating texts	Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Create short texts to explore, record and report ideas and events using familiar words and phrases and beginning writing knowledge	Create short imaginative and information texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience
	Editing Editing texts for meaning, structure and grammatical features	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Reread and edit text for spelling, sentence-boundary punctuation and text structure	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	Reread and edit student's own and others' work using agreed criteria for text structures and language features	Reread and edit students' own and others' work using agreed criteria and explaining editing choices
	Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters	Write legibly and with growing fluency using unjoined upper case and lower case letters	Write using joined letters that are clearly formed and consistent in size	Write using clearly-formed joined letters, and develop increased fluency and automaticity	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose
	Use of software Using a range of software applications to construct and edit print and multimodal texts	Construct texts using software including word processing programs	Construct texts that incorporate supporting images using software including word processing programs	Construct texts featuring print, visual and audio elements using software, including word processing programs	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements	Use a range of software, including word processing programs, learning new functions as required to create texts

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Interpreting, analysing, evaluating	Purpose and audience Recognising and analysing differences between different types of texts	Analyse how text structures and language features work together to meet the purpose of a text	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text	Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences
	Reading processes Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning	Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings	Use prior knowledge and text processing strategies to interpret a range of types of texts.	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts
	Comprehension strategies Strategies of constructing meaning from texts, including literal and inferential meaning	Use comprehension strategies to interpret and analyse information and ideas comparing content from a variety of textual sources including media and digital texts	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence
	Analysing and evaluating texts Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers	Analyse strategies authors use to influence readers	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts	
Creating texts	Creating texts Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features	Plan, draft and publish imaginative, informative and persuasive texts choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas	Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues
	Editing Editing texts for meaning, structure and grammatical features	Reread and edit their students' own and others' work using agreed criteria and explaining editing choices	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts imaginatively	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features.	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects
	Handwriting Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods	This sequence ends at this year level		
	Use of software Using a range of software applications to construct and edit print and multimodal texts	Use a range of software, including word processing programs, learning new functions as required to create texts	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts.	Use a range of software, including word processing programs to create, edit and publish texts	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literature and context	How texts reflect the context of culture and situation in which they are created	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences	Discuss how authors create characters using language and images	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons	Make connections between the ways different authors may represent similar storylines, ideas and relationships	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
Responding to literature	Personal responses to the ideas, characters and viewpoints in texts An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences	Respond to texts, identifying favourite stories, authors and illustrators	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences	Compare opinions about characters, events and settings in and between texts	Draw connections between personal experiences and the worlds of texts, and share responses with others	Discuss literary experiences with others, sharing responses and expressing a point of view	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots
	Expressing preferences and evaluating texts Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Share feelings and thoughts about the events and characters in texts	Express preferences for specific texts and authors and listen to the opinions of others	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences	Develop criteria for establishing personal preferences for literature	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts
	Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Identify some features of texts including events and characters and retell events from a text Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Literature and context	How texts reflect the context of culture and situation in which they are created	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
Responding to literature	Personal responses to the ideas, characters and viewpoints in texts An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to own their own experiences	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text	Reflect on, extend, endorse or refute others' interpretations of and responses to literature
	Expressing preferences and evaluating texts Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor influence personal response to different texts	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response Evaluate the social, moral and ethical positions represented in texts
	Features of literary texts The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text

Sub Strand	Focus of thread within the sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Examining literature	Language devices in literary texts including figurative language) The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse
Creating literature	Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced	Retell familiar literary texts through performance, use of illustrations and images	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	Create events and characters using different media that develop key events and characters from literary texts	Create imaginative texts based on characters, settings and events from a students' own and other cultures using visual features, for example perspective, distance and angle	Create literary texts that explore students' own experiences and imagining	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways
	Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	This sequence starts at this year level			Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue	Create literary texts by developing storylines, characters and settings	Create literary texts that experiment with structures, ideas and stylistic features of selected authors	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice

Sub Strand	Focus of thread within the sub-strand	Year 6	Year 7	Year 8	Year 9	Year 10
Examining literature	Language devices in literary texts including figurative language) The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels and plays on similar themes Analyse text structures and language features of literary texts, and make relevant comparisons with other texts	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
Creating literature	Creating literary texts Creating their own literary texts based on the ideas, features and structures of texts experienced	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts
	Experimentation and adaptation Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience Create imaginative texts that make relevant thematic and intertextual connections with other texts